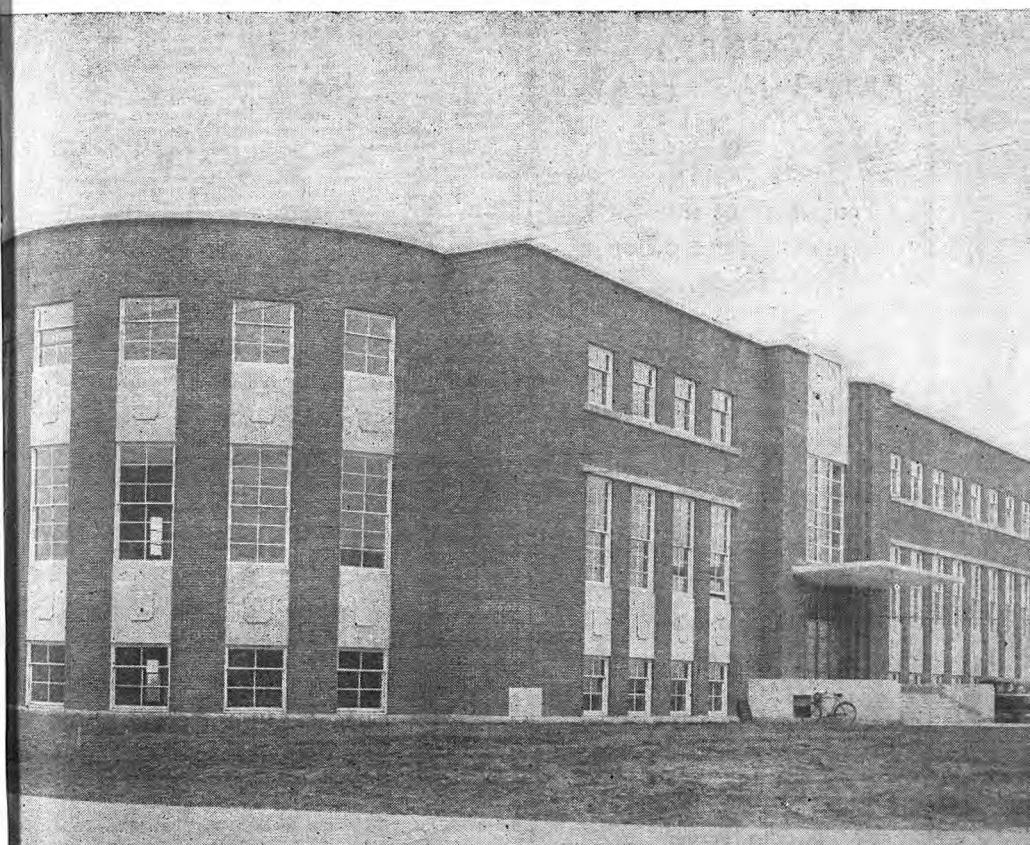


THE ATA MAGAZINE



Students' Union Building
University of Alberta

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NOVEMBER, 1950



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Pictured on this month's cover is the new Students' Union Building on the University of Alberta campus. The first wing of a proposed three-wing structure, this building contains the latest in furniture and facilities and is one of the finest of its kind in Canada.

The mural above the front entrance was designed by H. G. Glyde, Department of Fine Arts of the University.

The erection of this building is, in large, the result of the efforts of the students during the past 30 years.

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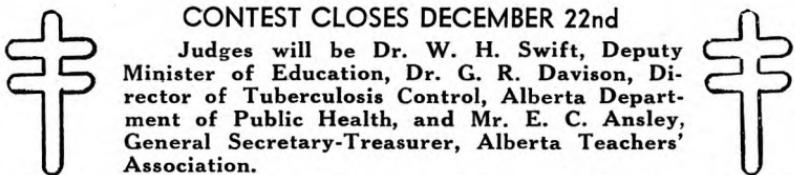
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GOVERNMENT OF THE PROVINCE OF ALBERTA

THE ATA MAGAZINE

ERIC C. ANSLEY, Managing Editor
10330 - 104 Street, Edmonton, Alberta

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PROVINCIAL EXECUTIVE
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Editorial

CLARENCE SANSOM

CLARENCE SANSOM, the twenty-second president of the Alberta Teachers' Association, 1943-44, and one of the great leaders in education in Alberta and in the Alberta Teachers' Association, died suddenly in Calgary on September 21, 1950. At the Annual General Meeting, 1949, Dr. Sansom was made an honorary member of the Association, the first to receive this award.

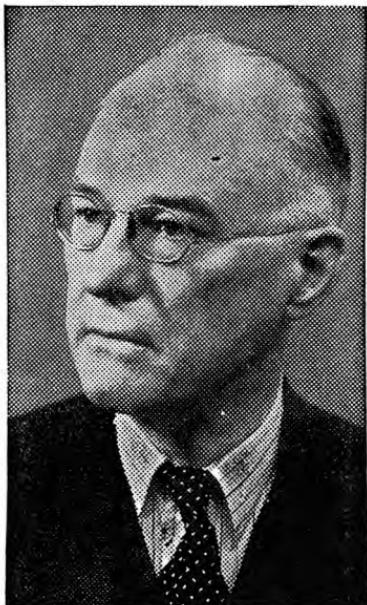
By Richard J. Needham, associate editor of *The Calgary Herald*.

"By the world's terms, Clarence Sansom was a failure. So was Socrates. Clarence Sansom failed to win fame or power because, like Socrates, he was not willing to play the game according to other people's rules. He played it according to his own rules of humility, integrity, and personal loyalty.

"For such men, the world of authority and wealth has no use whatsoever. In an earlier time, he would probably have been killed or exiled. In these times, superficially more civilized, he was simply bypassed. Many people regarded him as an eccentric, an odd sort of person who didn't claim to know all the answers, or indeed any of them. He was a seeker after truth, not a proclaimer thereof, and in that sense had nothing to contribute to the society in which he lived—nothing, at least, which that society was disposed to accept.

"He used to come into the office sometimes and chat with the editors of *The Herald* about this thing or that. He never argued with us, he just asked questions, but such shrewd and penetrating ones that they forced us—much against our will—to re-examine our own beliefs. We always knew, after he wandered off with his little black suitcase, that we had been in the presence of a first-rate mind.

"I often wondered how much happiness Clarence Sansom got in life: not much, I sometimes thought. But I don't believe worldly happiness was important to him, any more than worldly success was. Duty, honesty, and kindness concerned him more. He was a good and wise man: in his particular way, he was a great man. But few people knew it, and I'm sure he never did."



CLARENCE SANSOM

By G. C. Paterson, member of the Lethbridge City School Board.

"I first knew of Dr. Sansom back about 1915, and when a little later on, I met him and got to know him, there developed within me a deep respect for his learning, his diligence, and his integrity of mind.

"To play his full part required years of sacrifice in effort, and years of study and training in the great universities of this continent. But with his learning he continued to play his full part in the great school of everyday affairs. He helped in no small way to shape the history of this province. His views exerted a profound influence outside his own profession. His opinions were honestly conceived and fearlessly expressed. He set a high standard that very few have attained. The province of Alberta is a better place in which to live for his having lived and labored here."

By F. J. C. Seymour, president of the Alberta Teachers' Association.

"Alberta education and educators have lost a great and worthy spokesman in the passing of Dr. Sansom. His public statements concerning educational problems of the day have been closely followed by public and educators alike. The candor and bluntness with which he stated his views were typical of his intellectual honesty in analyzing any issue before him. From his retirement, he fought valiantly and well for the cause of education, as indeed he had throughout his life. One did not need to share his views in order to acknowledge the deep conviction which threaded its way through his philosophy of education.

"From the relative obscurity of retirement, Dr. Sansom came forward time and again to champion the educator and education. The preparation and presentation of the A.T.A. Brief to the Massey Commission was a work of high calibre, matched only by his Grade X Survey Test Research. The latter, only recently completed, stands as the single objective evidence available to those trying to compare educational achievement of the past with the present. During our last Annual General Meeting, he came forward again to attack *The County Act* in its implications for education in this province—an address which in its clear and ruthless logic brooked no contradiction.

"The Alberta Teachers' Association has profound reason to treasure Dr. Sansom's memory as an educator, as a classroom teacher, and as a fellow-member of our organization. It is not very often that we will have a champion of greater stature."

By Edward T. Wiggins, president of the Canadian Teachers' Federation.

"The passing of Dr. Clarence Sansom marks the close of the career of a truly great man but death can never efface and time can never destroy the monuments to his greatness that will live on in the hearts and minds of his students and all those with whom he had contact during his years of service to the cause of education.

"For personal fame and the plaudits of the crowd no man could care less. He was a seeker after truth and when his search led him athwart

the opinions of those placed high in authority he wavered not a whit. Of him the poet may well have said:

'He holds no parley with unmanly fears;
Where duty bids, he confidently steers.' "

By A. G. Andrews, secretary of the Alberta School Trustees' Association.

"School Trustees throughout the province will mourn the passing of Dr. Sansom, late director of the Faculty of Education in Calgary. Dr. Sansom's memory will be revered by trustees because of his unfailing desire to cooperate and understand the viewpoint of school boards.

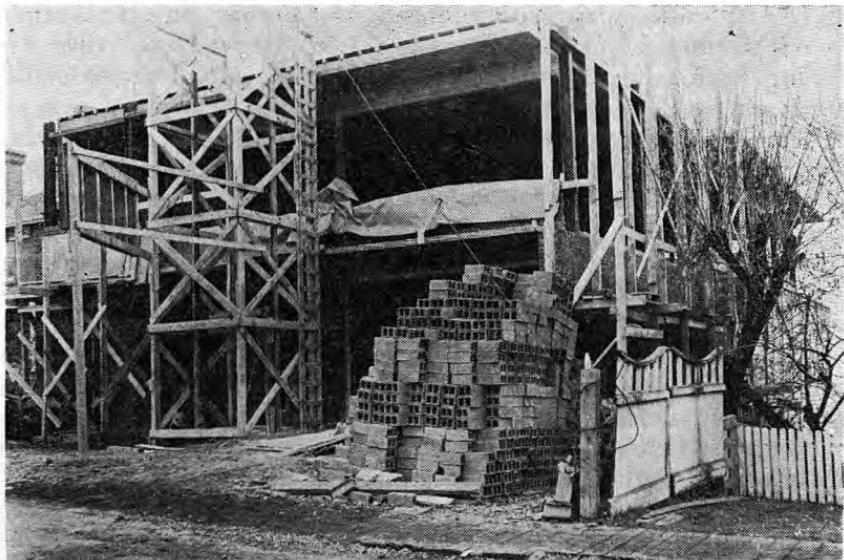
"He was a regular reader of the *Alberta School Trustee* and contributed a number of very worthwhile articles to the magazine. His criticisms were fair, outspoken, and enlightening."

By Charles E. Peasley, Medicine Hat, president of the Alberta Teachers' Association, 1922-23.

"Speaking as one of the so-called big four, I think Dr. Sansom was a 'big four' in himself. That no man is indispensable is, I suppose, a fact, but one wonders at a time like this. Certainly he rendered our organization and education in general a noble service and he will be a big man who fills the gap."

By A Colleague.

"Dr. Sansom's contributions to his profession were many and varied. He was a member of the Provincial Executive of the Alberta Teachers' Association during those stirring years in the thirties when the continuous contract, automatic membership, professional status and pension plan were secured. For two years he was president of the organization. His research studies as reported in the magazine set a standard for statistical reporting unique in professional journals in Canada."



A.T.A. Building, 9929 - 103 Street, Edmonton
Progressive Picture No. 2—November, 1950

Our President's Column

NOW THAT the fall conventions have been completed for another year, we may review at greater leisure, the problems posed and the solutions suggested. New ideas, new inspirations, and new frustrations will continue to emerge from our individual reflections on classroom techniques, curricula, teacher-training, and professionalism. Perhaps it is this eternal challenge, this continuing involvement of theory and practice which attracts in the beginning, and holds to the end, our finest teachers.

Curriculum Revision

Interesting controversy continues to develop from discussions of recent revisions of our school curricula. Controversy is not in itself new, since it has gone hand in hand with change down through the ages. What is new is the spirit in which teachers and educators have approached the problem. There is abroad a keener disposition to weigh any and all propositions for curriculum revision; an anxiety to appraise the adequacy and basis of renovations in course philosophy and structure.

One very large body of opinion holds that our lag in social, as contrasted with our surge forward in technological development, should be laid very largely at the door of antiquated courses in our schools. This section has had some considerable influence in building school curricula in late years.

Another group of educationists have an equally firm conviction that the fault in educational philosophy of the pragmatic-flavored approach is that it does not recognize the fundamental, unchanging nature of educational objectives; that there is too much concern with activity for its own sake, and too little thorough understanding of what education

should and must accomplish. Whether the two groups are any closer together is problematical. On the other hand, teachers and students alike, are in the centre of the tug-of-war. It is unlikely that the two groups will be able to convince each other, because of the difficulty of thorough objective appraisal of what either approach accomplishes.

Out of the welter of writing on the subject comes the thinking of those charged with the responsibility of building our curricula. It is natural that with the type of curriculum being prepared in Alberta, that we have lengthy, scholarly expositions of the philosophy and methodology involved in the revised outlines. There may be some reason no doubt that this treatment is justified for any except those teachers of lengthy experience and considerable professional training. There could be reason for grave concern when such course outlines are placed in the hands of inexperienced or poorly qualified teachers. Undoubtedly, erudite writings on the subject of educational philosophy may only serve to further confuse the search for basic objectives.

A minority group, just lately warming to the fray, has been urging what amounts to a reversal of viewpoint and procedure. They stated, with some diffidence, that a fundamental mistake was made in introducing the Enterprise technique some years ago; that the same error is about to be repeated in our newest course revisions. Their point is, that planners have tried to implement techniques, and philosophy, conceived under optimum conditions of plant, equipment, teacher-load, and teacher-training. It would be more realistic and rather more honest, they argue, to recognize that these limiting factors militate most severely against any real hope

for ultimate success with such programs. This same group is concerned with the long term effect on a teaching staff faced on every hand with an expanded and enriched program, and on the other hand, with increasingly heavy enrollments, inadequate staff, and antiquated plant.

Curriculum vs. What Is Taught

We would suppose that it is quite generally accepted that the acid test of any program of studies for schools is to be found in its application to the classroom. Perhaps it should be quite as generally accepted that there is a dearth of objective evidence as to how well any of our past programs trained for their avowed goals. To this extent the introduction of major revisions in the philosophy behind our courses cannot be said to be born of conclusions stemming from actual results. One might not be too far from the truth in suggesting that they are opinions only—sincere enough—but still opinions.

The answer to all of this is rather obscure. On one hand we have those who feel that a complete course should be outlined by our provincial curriculum authority, and on the other hand we have those who feel that a course of minimum essentials only, should be outlined, with provision for accreditation of those schools competent by reason of plant, equipment, staff, and other factors to expand and enrich from bare essentials. The present viewpoint expressed through our courses seems to feel that if sufficient latitude is provided for inclusion or exclusion of the outlined material content, all needs will be served.

New Curriculum for Junior High

Many teachers will be surveying with mixed feelings the recent changes in the Junior High School Program. Block-programming as it is called poses some serious administrative, as well as classroom, problems. Presumably there are advantages which at

least outweigh the disadvantages of such content approaches.

There is an apparent intent to de-emphasize a degree of departmentalization present in some of our junior high schools. Whether this intent is justified will be debated at length for some time to come, and unfortunately, debated with little more than subjective opinion to support the argument one way or the other. Part, at least, of the stand taken by the planners, is that better outcomes may be expected where teachers meet fewer students during each school day. This is, of course, the situation in any one-room rural school, but that may be pursuing the analogy to the extreme. However, if the proposal has merit, it has no more than the persistent cry for reduction in the size of classes. Removal of areas of specialization from the junior high school will not produce any better teaching than that being done today. The effect of spreading a teacher's interest and responsibility over several subject or block areas will be to increase the preparation load, and to remove little or none of that already being borne. In the absence of any extensive and authoritative research in Alberta schools to prove or to disprove the merits and shortcomings of departmentalization, major changes in that direction are largely speculative in nature.

We are being asked to attempt new courses and new organization on a tentative basis. Our opinions are being invited as to the actual application of these revisions in the classroom and in the school organization. It is incumbent on all affected to assess and evaluate to the best of their ability and in the light of their individual and collective philosophies. Further than that, it is urgent that we make certain that our reactions are expressed to our curriculum planners. It is only thus that the gap between theory and practice can be effectively narrowed.

Mr. Casey Threatens the Teachers

EDITORIAL

The Calgary Herald

WE DON'T want to read into the words of Hon. Ivan Casey, provincial Minister of Education, any more than he really says; but his speech to the Alberta Teachers' Association in Calgary last Thursday certainly sounded to us like a threat.

"If criticism of teacher training continues," said Mr. Casey, "better relations between the teachers and the Department of Education are going to be difficult to maintain."

Now what did Mr. Casey mean by that remark? Did he, for example, mean to imply that teachers in this province have no right to express their views on the kind of training provided for teachers? If he did, then we suggest the best thing for him to do is resign right away, and make room for some other minister who believes in freedom of speech.

It is insufferable that any group, and particularly teachers, should be subjected to this veiled blackmail by a Minister of the Crown. Things have come to a pretty pass when citizens of Alberta are told that if they know what is good for them they will stop criticizing the government. If Mr. Casey doesn't like the criticism, that's just too bad; perhaps, instead of muttering dark threats, he might do better to investigate and see whether the teachers' complaints have any merit.

Speaking for ourselves, we think they have a good deal of merit; but that is really neither here nor there. The essential fact is that the teachers, like any other group of citizens, have a perfect right to say anything they please—short of libel—about any aspect of provincial policy. They also have the right to make complaints without being exposed to threats of unspecified vengeance from Edmonton. Mr. Casey cannot take their rights away.

Could it be that Mr. Casey was so incensed, and so unthinking, because some of the criticisms struck home? Could it be that he, and the staff of his department, are privately aware that something is wrong with the method of training teachers, and that Mr. Casey hates to know that the teachers themselves can see the weaknesses?

Perhaps, on the other hand, it may be that the Alberta government—Mr. Casey included—has become so convinced of his own infallibility that the slightest whisper of criticism drives it into a righteous frenzy. Either way, Mr. Casey's foolish words are ill suited to a supposedly responsible public official, and the best solution all round would be for Mr. Manning to insist that his Minister of Education either retract these words or get out.

How Education Policy SHOULD Be Made

Editor's Note:

The Hon. Mr. Casey threatened officials of the Alberta Teachers' Association for their criticism of provincial educational policies in spite of the fact that criticism is the only way that the Alberta Teachers' Association has to register its objections to these policies. The Alberta Teachers' Association has never been given an opportunity to discuss educational policies such as is included in 293A, The County Act, bursaries and their effects on teacher training and supply, and other such matters before they have been presented to the legislature. This editorial does not cover all the objectionable statements made by the Honourable Minister, but it will do for a start.

Now this unpleasanliness might have been avoided if the Minister had granted the request of the Alberta Teachers' Association in regard to pending educational legislation. Our request is, we think, quite reasonable. We want the Minister of Education to arrange meetings of representatives of the Alberta Teachers' Association, the Alberta School Trustees' Association, the Home and School, the Faculty of Education and the Department of Education to discuss ALL proposed legislation and regulations affecting schools and teachers.

And what could be a better time to start these meetings than right now when The School Act is being revised and rewritten for presentation to the next session of the legislature.

Fiscal Independence of Local School Systems*

Research Division
NATIONAL EDUCATION ASSOCIATION
Washington, D.C.

THE prevailing policy in the United States has kept the local administration of schools separate from other governmental functions. This is accomplished through setting up the board of education as a separate corporation. In the majority of the cities the local board of education enjoys the right to levy taxes, to make a budget, and in every other particular control and administer a system of public education.

The Policy of Separate School Administration Has Been Established Legally

The legislatures of the several states, in establishing systems of public education required by constitution, have created or designated local units of government to represent them in administering details. Usually special subdivisions of the states have been created, endowed with corporate life, and granted power to maintain and operate public schools wholly independently of the municipal corporations or other local governmental units covering the same geographic areas. Less frequently legislatures have employed existing municipal bodies as their agents for this purpose. In such cases municipalities have been given various degrees of responsibility, ranging from complete control of educational matters to a few routine ministerial duties . . .

Efficiency in Administration Has Resulted from the Separation of School and General Municipal Administration

The question has arisen as to whether it is advisable that those portions of our state educational systems which are located in cities be in a greater or a lesser degree combined with general municipal administration . . . Certain city school systems have been controlled in some measure by municipal authorities. It has been inevitable in such circumstances that controversies have arisen concerning the extent of such municipal power, and the division of authority between school and city officials. These contentions have sometimes gone into the courts, and four or five hundred such cases have been appealed to the highest legal tribunals. From the decisions of the courts in these cases there is available today an authoritative record which furnishes a pertinent and important illumination of the problems under consideration.

Court Decisions Have Favored Separate School Administration

The history of litigation on the whole favors the separate administration of education. In a few instances public education has profited through its connection with municipal government, and in a few cases city officials have used their power of control to protect the best interests of education from maladministration of school authorities. In the great majority of cases, however, educational efficiency has suf-

*National Education Association and American Association of School Administrators, Educational Policies Commission. *THE STRUCTURE AND ADMINISTRATION OF EDUCATION IN AMERICAN DEMOCRACY*. Washington, D.C., the Commission, 1938. Chapter II, "Local School Administration," p. 41-72.

ferred through its association with city government. Dissension and strife have almost inevitably followed in the wake of educational control by municipal authority. Where education has been placed under the control of city officials, they have tended to regard matters of public education as a municipal affair, **losing sight of the fact that public education is a function of the state and that the city is its limited agent.** General municipal officers tend to forget that they have no inherent power over education and that without legislative sanction they have no more right of control over schools than school boards have over cities. **Municipal charter provisions come to be regarded as superior to the general state educational law; municipal authority as superior to the right of the state.** Where limited controls have been given to cities, the tendency has been to extend them, usurping authority given by the law to school authorities. A ministerial duty of levying a tax legally requested by school boards has sometimes

been extended illegally to control the uses and expenditures of the funds collected. **Power given to city councils to approve or disapprove total budgets has been used as a warrant to dictate the purchase of items of supplies, the selection of school sites, the planning and erection of school buildings, and the policies of employment or dismissal and the salaries of individual members of the non-professional or teaching and supervisory staffs.** Mere location of public school systems within municipal boundaries, though without a legal connection with the municipalities, has led certain cities to attempt to

control the powers and properties of the independent educational authorities. Throughout the history of this litigation, municipal authorities **have with impressive frequency played a role of opposition to educational development;** they have traditionally taken the part of restriction, curtailment, and reluctant performance of educational duty. The record shows exceedingly few instances of municipal governments taking a position of leadership in promoting the welfare of education. It is not to be wondered at, therefore, that where litigation has arisen, the courts have most frequently held that education is a function of the state and that in the local administration of schools the board of education representing the state is supreme.

One of the most fundamental considerations with respect to the local administration of schools relates to the control of the financing of this governmental service. It is easy to argue that in any locality there is a limited fund available for the support of all government and

that each phase of governmental service should come before a central body to make its claims and to receive that allocation of funds which can be justified in the light of the cost of all government . . .

Fiscal Control is Invariably Connected with Selection of Personnel

If the personnel in the school system, both professional and non-professional, is to be maintained on a highly professional basis and without reference to party affiliation or allegiance, then the board of education must control its own finances. In most of the other divisions of

municipal government it is accepted practice to use positions in the public service as instruments of political patronage. Indeed, freedom from partisan political interference in the schools is most certainly guaranteed by the fiscal independence of the board of education.

Education Is a Unique Function of Government in Our Democracy

The argument for the separation of school administration from the other functions of government is based upon the concept of the unique function of education in American democracy. The American form of government stands or falls as the people act intelligently with respect to public affairs or fail in their responsibilities as citizens. The only sound basis upon which to maintain an intelligent citizenry is through education. If the schools are subject to partisan political control, there is no assurance that a fair consideration of common social and governmental problems will

be presented to children and to youth as an important part of their education. If schools become the agency through which any particular propaganda advocated by any section of the population is promulgated, then democracy is doomed.

The Fiscally Independent Board of Education May Levy a Tax or Determine Its Budget within Certain Limits

The most common practice in the United States provides that the board of education shall have the power to levy taxes in support of education. Variations from this procedure are

found where the board of education is permitted to propose a budget to be met by the general fiscal authority so long as it does not exceed a certain percentage of the total revenue available, or where the board of education is limited in its expenditures to the money accruing from the levying of a particular tax rate on the taxable property within the school district. This latter practice has been fairly successful in a number of American communities. It suffers, however, from a distinct limitation. As the necessary program of education is developed, the extent of

the program and its cost tend certainly to increase out of proportion to the total population, and possibly out of relation to the returns which may be expected from local property taxes. The people may be willing to devote a larger percentage of their total budget for public affairs to education. They should have opportunity to record their will in this matter. When a tax rate which once seemed

sufficient proves inadequate, the people should be permitted to vote an additional tax for the program of education which they consider essential.

Fiscally Independent Boards of Education Have Not Been Extravagant

It has sometimes been proposed that the granting of fiscal independence to boards of education will result in waste and extravagance, that men and women chosen for this most important governmental service will develop such enthusiasm for the service which they represent that they

will no longer give proper consideration to the resources of the people or to the other responsibilities which they must bear. This disaster, if it may be considered such, has not occurred in those cities in which the board of education enjoys fiscal independence. Indeed, a careful study of the cost of education under the two forms of control indicates that the fiscally independent boards feel their responsibility to the people as certainly as do the general fiscal authorities who determine the budget in other cities. The cities with fiscally independent boards of education do not spend more for education than is spent in cities under the other form of control. The argument for fiscal independence does not rest upon the possibility of securing more generous support. Fiscal independence is necessary in order that the board of education may discharge its responsibility to the people and in order that partisan political considerations may not enter to destroy the efficiency of the school service.

There may be added to the argument for fiscal independence the desirability of relieving those who serve on boards of education from the necessity of arguing the case for education before a general fiscal body that is little interested in education and that all too frequently acts unintelligently with respect to the program proposed by the board. Continuity in the development and maintenance of the educational program is much more certainly guaranteed where the board of education has full control. In the reverse case the school program may be greatly handicapped by the whims, the eccentricities, or the

political maneuvers of the members of a city, county, or other local board of estimate and apportionment.

The General Fiscal Authority, in Determining the School Budget, Assumes Responsibility for School Policies

Where the control by the general municipal fiscal authority is complete and final, the board of education is unable adequately to discharge its functions in the local governmental organization. The program of education in any community is in very significant fashion determined by the

budget adopted by the board of education. If kindergartens are to be maintained as a part of the school system, provision must be made in space, in personnel, and in equipment and supplies for this service. If home economics courses are to be offered in the junior and senior high schools, it will be necessary to estimate with great care the number of pupils to be provided for, in order that

specially equipped rooms and specially prepared teachers may be made available in these schools. If significant physical examinations are to be given to school children, calculations must be made with respect to the time that must be required from doctors and nurses, the space to be made available, and the supplies and equipment necessary. If music is to include opportunities for choral work, for instruction in band and orchestra, and for individual or small group instruction, estimates of cost must be developed and provision made in the

(Continued on Page 20)

The Need for English Grammar

M. H. SCARGILL
Assistant Professor of English
University of Alberta

IT IS obvious that good English, clear, intelligible speech and writing, is fast disappearing, and to all thinking people this is a matter of grave importance. Language, our means of communication, is a precious possession, and it cannot be replaced by the jargon of specialists or by the mumblings of illiterates. It is natural and inevitable for our language to change, but it will be unfortunate if change leads to chaos.

What can be done about the situation? Is it possible to teach good English?

At the present time there are two main schools of thought on the subject of teaching English. To the first school our language is something that can be acquired solely by use: a child learns to speak and write correctly by following good models. To the second and older school our language is something that must be acquired through hard work, and this hard work includes the learning of certain rules. This second school of thought is not very popular with modern educators, largely because of their misunderstanding of its aims and methods.

For a long time the average English teacher went about his job with the aid of a book called *An English Grammar*, a volume usually produced in school every afternoon. This book contained a series of rules for writing, rules for which little or no explanation was given. It regarded English as a language like Latin or Greek, an inflected language, and talked about dative and vocative and ablative cases with a joyful disregard for the fact that English does not really have such

cases. Students were compelled to "analyze" sentences for no given reason, to learn parts of speech, regular verbs, irregular plurals, and so on. And English grammar was made into an illogical and frightening mass of confusion. But even at that, most students managed to write good English.

Then came the reaction. With the development of the new science of philology there arose a more enlightened attitude to languages in general. Scholars realized that languages change and that all languages do not conform to the same "rules." Scholars pointed out that what was slang yesterday is often good English today and, conversely, that what was good yesterday is often an archaism today. They maintained that the older grammarians had taken too much upon themselves in trying to say what was "correct" and what was "incorrect." Thus there grew up a new school of grammarians who said that it was the duty of grammar not to prescribe but to record and explain. "Usage" would prescribe what was good and what was bad in English. Let the grammarian be content to record and explain usage.

Unfortunately, with every reaction there is excess. And that excess is making itself felt today in the sphere of English teaching. The doctrine of usage was adopted by educators who did not understand it, and they proceeded to attack formal grammar with vigour. They seized upon the word "usage" and raised the cries, "Every man his own usage! Language is the affair of the individual, away with the rules." And so grammar was frowned upon because grammar had once been too daring and had based its daring on a misconception of its function.

Now people are wondering if things have gone a little too far. Little Willie establishes his own usage in language, and, as a result, his teachers cannot understand him. And more than this. Little Willie cannot understand his teachers, and he is compelled to turn to neolithic pictographs, the comic strips, for his entertainment and to misinformed "digests" for his instruction. Is this what was meant by the doctrine of usage?

The doctrine of usage is based upon the realization that speech is not a purely individual creation. Our language is a means of communication of wishes and opinions, and communication implies the presence of a listener or of a reader. If there is to be communication in this way, there must be agreement about its form. Usage in language is a kind of contract, a contract accepted by myriads of minds, and the basis of this contract is mutual understanding. As our language has grown, certain conventions have been established and accepted because they lead to mutual understanding. It has become a convention that plural nouns are followed by plural verbs, that a phrase performing an adjectival function accompanies a noun and not a verb. It is a conviction, based on the growth of English, that the plural of *goose* shall be *geese*, whereas the plural of *house* shall be *houses*. Perhaps one day we shall prefer uniformity and use a plural *gooses*. Correct usage may accept this form of the plural, and the man who says *geese* will be laughed at. The grammarian will not object; he will merely record the fact. Yet the fundamental principle will remain unchanged: there will still be a need for agreement in usage. At one point, however, not only the grammarian but all thinking people will object, and that will be when

change seems like to produce misunderstanding. We have reached that point now.

The present situation can be stated in a few words. There is an accepted usage of the English language, and, on the whole, it is good. Are we to abide by it or not? If we are to abide by it, then we must teach it. Nobody can spell by instinct; nobody knows the meaning of a word unless it is explained to him; nobody can punctuate unless he realizes that English punctuation is based on grammar; and nobody can learn grammar unless he learns the accepted usage of English together with the reasons for that usage. I do not advocate a return to the old system of teaching grammar, although that was not without value. I do suggest that correct usage be taught, that the accepted names of the grammatical functions behind the usage be taught, and that the history of our language be taught. Without the teaching of correct usage, illustrated from the best authors and speakers, we can have no uniformity. Without the use of the accepted names of noun and pronoun, etc., we cannot understand how and why it has reached its present state of richness of vocabulary and of ease and accuracy of expression. If we explain why a thing should be done in a certain way, students will easily see how to do it. It was the teaching of English grammar without explanation that caused trouble.

Such a teaching of English will not fill our classrooms with youthful novelists. Style cannot be acquired solely by following correct usage. Formal language teaching will not make a student into a Shakespeare, but it will enable him to write clear English, and that is one admirable quality which he can share with Shakespeare.

"I hope the time will not be long before the financial circumstances of the country enable us to recognize that teachers are at least as valuable as lawyers."

The Pendulum Swings Too Far

WILLIAM B. RAGAN
Professor of Education
University of Oklahoma

THE reluctance of the public in general and of public school administrators in particular to accept changes in educational procedures, which have long been advocated by reformers in education and which have been successfully inaugurated in some school systems, can be attributed in no small degree to the tendency of educational theorists to indulge in either-or thinking. In an effort to sharpen the issue, it has been made to appear that only two alternatives exist, where in reality there is usually a third choice which represents a point on a scale somewhere between the two extremes.

The early advocates of progressive education in this country made no effort to find a happy medium. Instead, the theory was "do the opposite of what is being done and you will be right." Recognizing this tendency, John Dewey, in one of his recent books, has warned against opposing one extreme position with another. "Mankind," says Dewey, "likes to think in terms of extreme opposites. It is given to formulating its beliefs in terms of either-or's, between which it recognizes no intermediate possibilities."²

Many leaders in education are recognizing the need for harmonizing the real values inherent in traditional education with those sought by the advocates of reform. Olsen insists that both the traditional school and the progressive school have certain limitations and proposes the "community school as the best medium through

which a higher synthesis of educational values may be achieved."⁵ Caswell warns students of elementary education against "setting up in opposition to each other values which really should be complementary."¹ Mead and Orth suggest the "transitional school" as a medium through which the two theories "may be reconciled without either, of necessity, supplanting the other."⁴

In practical school situations the teacher seldom finds it necessary to choose between the extreme traditional point of view and the ultra-progressive point of view found in educational literature. In actual practice most teachers will find it necessary to choose a practical middleground somewhere between the two extremes. The remainder of this section is devoted to an analysis of the extreme points of view with regard to several important educational issues and an effort to find the practical middleground between these extremes.

Some Examples of Either-Or Thinking

1. Because the old school placed a premium on docile obedience by the child it does not follow that the child must be given complete freedom to do as he pleases in the new school. Freedom and self-direction are achieved gradually as the child learns to substitute self-imposed controls of behavior for adult control. This places more rather than less responsibility for guidance on the teacher. A balance between freedom and guidance is necessary at every stage of the child's development.

2. Because the teaching of subjects comprised the major portion of the traditional school program it does not follow that the teaching of subjects needs to be eliminated entirely in the modern school. Many schools have developed programs which provide for unified activities for a part of the day and direct teaching of subjects during the remainder of the day. Usually the experimental phase of the instructional program receives greater emphasis in the lower grades and the direct teaching phase receives greater emphasis in the upper grades of the elementary school. What is needed is a balance between these two phases of the instructional program which takes into consideration the maturation level of the child.

3. Because the methods used in the traditional school placed emphasis on abstract, meaningless drill to the exclusion of all efforts to help children understand what they were expected to learn, it does not follow that drill must be entirely eliminated in the new school. Rather, understanding needs to come before drill and opportunities for use in meaningful situations is preferable to isolated, abstract drill.

4. Because the curriculum of the traditional school overlooked the purposes, interests, and needs of children and emphasized adjustment to the *status quo*, it does not follow that the new school must be so completely absorbed with the purposes and interests of children that it neglects the equally important factor of the culture. It is only through interaction with the culture that self-realization is possible.

5. Because the program of the traditional school made little or no provision for the development of creative abilities of children it does not follow that the modern school must eliminate all necessity for conforming to group standards. Lee and Lee state, "not all school activities either is or should be creative.

Rather, every phase of school life should give a greater or lesser amount of opportunity for it."³

6. Because the instructional program of the traditional school was completely planned in advance by subject-matter specialists it does not follow that the curriculum of the modern school must be made on the spot by each teacher and his group of pupils. Not a planned curriculum, not a planless curriculum, but a planning curriculum is needed.

7. Because textbooks were the mainstay of the instructional program in the traditional school it does not follow that textbooks must be entirely abandoned in the modern school. As Lee and Lee state, "A good series of texts often represents the best work of a lifetime of several outstanding educational experts and the editorial staff of the publisher. Certainly they do have much to offer."³ However, textbooks no longer constitute the only instructional material available in the elementary school. Supplementary books, pamphlets, excursions, radio programs, all forms of visual aids, maps, charts, globes, and many forms of first hand experience are available in the better elementary schools.

8. Because the competitive marking system and unintelligent use of standardized texts served to entrench traditional instructional practices it does not follow that all tests of academic mastery must be eliminated in the modern school. A comprehensive, continuous, and cooperative system of evaluation of all phases of growth is indispensable to adequate guidance in the elementary school.

9. Because the formal report cards sent to parents by the traditional school gave an inadequate picture of what was happening to the whole child it does not follow that written reports to parents must be abolished. Comprehensive written reports, dealing with all phases of child develop-

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Standardized Tests in High Prairie

J. G. WOODSWORTH

I THINK that we'll test all pupils this month to see if they're up to standard, the administrator said impulsively, as he pondered on ways and means of assessing educational progress in his area. And tested they were. Grade 8 was poor in spelling, arithmetic was weak in grade 5, the grade 1 pupils had an average I.Q. of 92, Miss Brown's grade 3 class was weak in all fundamental skills ("I must get after that teacher," he thought), etc. Averages were noted and filed, the scored test papers were stacked away in boxes in the office (just in case the administrator wished to refer to them again), and teachers settled back into the routine of teaching after the brief disturbance of test administration.

Is this a picture of a standardized testing "spree" in your community? If so, what is wrong with the picture from the point of view of modern educational trends? By discussing briefly standardized testing procedures as currently structured for the High Prairie School Division, the present writer purposes to answer this latter question.

All testing is based on norms or averages. There is no getting away from this basis of test construction. Intelligence tests measure a child's mental ability in relation to the mean of 100; achievement tests in the skill subjects measure attainment in terms of grade norms (i.e., average attainment on a given test for a particular grade). Every child in school, every adult in the world of work, is being compared with other persons around him concerning mental alertness, personality traits, physique, and numerous other attributes. Always, the

The High Prairie School Division has a planned testing program outlined for The A.T.A. Magazine by J. G. Wodsworth, supervisor of guidance and instruction for the division.

basis for comparison is "what is usual," "what most people are like," "what is 'acceptable.'" It is realistic, then, to keep in mind certain "standards" when dealing with children educationally. But is it realistic for our administration to premise his plan for testing on an "up to standard" basis? Not if modern psychological findings with respect to individual differences are accepted by educators. Such a basis has its roots in the now outmoded pedagogical idea that every child is a failure academically if he does not come close to or exceed an average "mark" in grade work "requirements" as defined by curriculum makers. Too frequently, also, such a basis for testing throughout a school division is used as a means of comparing achievement levels of pupils in different schools—an odious approach to teacher evaluation which usually does not take into consideration varying socio-economic backgrounds of the communities concerned.

The High Prairie School Division testing program is carried out with one major objective in mind: the appraisal of *individual* pupil achievement in relation to *individual* capacity. Averages are used only as orientation points to assess relative retardation or acceleration and the bearing of such status on instructional needs. This emphasis is nothing new in education; but it is an em-

Standardized Testing Schedule

High Prairie School Division No. 48

Effective September, 1950

Grade	Name of Test	Time to Administer
1.	Detroit Beginning First Grade Intelligence (Form A)	Previous to start of school or first 10 days of Sept. Basic Reading Test: Fun With Dick and Jane When reader is finished
2.	Basic Reading Test: Friends and Neighbors	When reader is finished
3.	Otis Quick-Scoring Mental Ability (Alpha A)	October Basic Reading Test: Streets and Roads When reader is finished Progressive Arithmetic Test Nov. 13-17 (Primary, Form A)
4.	Progressive Reading Test	Nov. 13-17 (Elementary, Form A)
5.	Otis Quick-Scoring Mental Ability (Beta A)	October Progressive Achievement Test Nov. 13-17 (Elementary, Form B)
6.	Progressive Achievement Test	May 14-18 (Intermediate, Form A)
7.	Otis Quick-Scoring Mental Ability	October (Beta B)
8.	Progressive Reading Test	Nov. 13-17 (Intermediate, Form B) Occupational Interest Inventory, Intermediate.... At teacher's discretion
9.	Progressive Achievement Test	Nov. 13-17 (Intermediate, Form C)
10.	SRA Primary Mental Abilities (Ages 11-17)	October Kuder Preference Record, Form BB At teacher's discretion
11.	Progressive Achievement Test	Nov. 13-17 (Advanced, Form B)
12.	"Pick-Ups" (i.e., newcomers or other students who have missed the high school testing program)	

phasis which is too frequently lost sight of by school administrators and teachers alike. We are too prone to be unduly worried about the grade 4 pupil whose reading achievement measures at the grade 3 level, forgetting that our grade 4 norms are

derived from grade placement figures scattered both above and below the "average" mark.

Another point arising from the remark of our hypothetical administrator lies in the unplanned, sporadic nature of testing which it implies.

There is no indication of a regular testing schedule which will result in cumulative data for each child. The following standardized testing schedule, currently operative in the High Prairie School Division, will illustrate for the reader one plan by which such necessary cumulative information may be gathered year by year concerning pupils in any administrative area.

A lengthy explanation of this schedule is not appropriate here. However, a few of its salient features may be noted.

1. With the exception of one test at the end of the elementary school period (grade 6), all tests are scheduled at the beginning of the school year. The emphasis, then, is on their *diagnostic* use in the school months that lie ahead. Our administrator was concerned only with measuring *achievement* and gave no thought to how teachers might use the scores obtained.
2. Several intelligence tests are given throughout the total school period, so that as the child progresses from the first grade to high school adequate checks on the accuracy of his first rating are assured.
3. The selection of tests is not static, i.e., tests which teachers find of little value diagnostically, or tests

whose norms seem distorted for the area, may be replaced in future yearly schedules.

4. Data from the tests serve both instructional and guidance needs. All results are recorded on individual cumulative record forms kept in the schools and test papers are retained in these folders.
5. The administering, scoring, recording, and interpreting incident to standardized testing is teacher centred; i.e., teacher comprehension of basic psychometric and psychological concepts is encouraged as part of the division's total inservice training program. Such, in brief, is a picture of the contribution of standardized testing to information gathering in the modern educational scene. It is a valuable contribution. The educator who attempts to guide children without adequate information is as much guilty of quackery as the medical doctor who attempts to diagnose and prescribe without scientific analysis. Great caution must be exercised, of course, in interpreting data derived from such a schedule and to keep them functional (not relegated to storage boxes immediately after the testing period). The carefully kept and frequently consulted cumulative record card becomes an educational necessity in this process.

Fiscal Independence of Local School Systems

(Continued from Page 13)

budget which will enable the school administration to carry forward this part of the educational program. And so for every other service to be rendered by the school system. When the budget is determined by a gen-

eral fiscal authority, the policies which prevail in the school system are also determined by this body. If the board of education is to accept responsibility for the development of the local school system, then it must have the determination and the control of its own budget.

Collective Bargaining

GORDON WILKINSON, Representative
Trades and Labor Congress, Calgary

THE MAIN points developed in the group through discussion were:

1. The need for an understanding of the principles of collective bargaining.

2. The need for the ability to recognize how collective bargaining may function successfully.

3. The need for having every member of the Association know that the problems of the Association are the problems of the individual members.

4. The acceptance by the members of the Association that the actions of the Alberta Teachers' Association must be definite and vigorous, and that close cooperation with school trustees is possible and desirable in all fields except salaries, in which field mutually acceptable agreements must be made through negotiations.

5. The need for an interchange of ideas among the members of the teaching profession, and with the members in other provinces.

There is an old saying that "a little knowledge is a dangerous thing," and this may be applied to the field of

collective bargaining. But there is a feeling of security when a collective bargaining committee knows its rights when meeting with school trustees to discuss salaries and other problems. It was also agreed that the well-tried practices in collective bargaining are best and, if followed, will prevent any serious mistakes by negotiating committees.

It was agreed that collective bargaining must be continued year after year. The teacher is faced with still rising costs in living, and with the desire to raise the status of the profession in order to attract superior individuals into teaching. The school board may have an economy program or an overambitious building program, or an inherent reluctance to spend money on schools. In some cases, boards simply want to keep tax rates down.

The group agreed that teachers should be familiar with the principles and policies of the Alberta Teachers' Association, and should accept their responsibility in all matters of collec-



One of the groups at the Banff Workshop discussing the principles of collective bargaining with Consultant Gordon Wilkinson, who is shown in the centre of the picture.

tive bargaining. Policies established, after careful consideration, by majority vote must be accepted and supported by the teachers as a whole. To them, the main consideration should be the success of the Association.

Much discussion took place relative to the most effective type of negotiating committee. Some members of the group felt that some committees were too weak; others knew of committees that were too dogmatic. It was agreed that negotiating committees should be strong and vigorous, but that this strength and vigor would be more effective against a background of teacher cooperation in community affairs and of interest in school matters other than salary negotiations.

It was generally agreed that:

1. the other activities of the workshop, correlated with a study of collective bargaining, would lead to a better understanding of the principles and policies of the Alberta Teachers' Association,

2. the continuation of the workshop for the exchange of ideas was a "must"; and, with the spread of this project to other provinces, there would result better public relations so necessary to the improvement of the teaching profession,

3. it has been amply demonstrated that the strength of the Association would be increased by expansion into fields which would awaken public interest in the position of the teacher in our society.

No resume of the study which took place at the workshop regarding the subject of collective bargaining would be complete without reference to the contribution of Kenneth A. Pugh, chairman of the Board of Industrial Relations of the Province of Alberta. Ken's opinions on, and his clarification of, *The Alberta Labour Act*, as it applies to teachers were of inestimable value to the approach to many problems.

YOUR ROLE IN UNESCO

A Personal Message to Canadian Teachers

I take this opportunity to appeal to the school teachers of Canada to do all in their power to make UNESCO's work known and to contribute to it. Ours is a time of decision: decision as to whether mankind shall live in a world organized for peace and ready mentally and morally to live in peace.

This cannot come about unless we educate our children so that they understand how to become members of a world community of nations. Hence the immensely important role that teachers have to play in the work of UNESCO.

I do not ask you to incorporate some external doctrine, however excellent, into your class work; I ask you, in cooperation with your National Commission for UNESCO, to do all you can to shape both your formal teaching and the community life of your schools so that the children may receive in twentieth century terms the education that I know you would wish for them: an education fitting them to grow up both good Canadians and good citizens in a world that understands the purposes of peace.

JAIME TORRES BODET
Director-General
U N E S C O

The Recruiting and Retaining of Teachers

E. T. WIGGINS, President
Canadian Teachers' Federation

HOW to get teachers . . . the best way to ensure a larger supply of good teachers is to pay larger salaries . . . The whole plan stands or falls on the ultimate earning power of the teacher; but that alone is not the complete way. Salaries, alone, with other conditions remaining as they are, will not solve the teacher shortage . . . In some Canadian provinces there are today two policies operating in regard to teacher recruitment and retention: one is a long-range policy and the other, a short-range, stop-gap, make-shift, emergency policy.

Long-Range Policy

By the long-range policy, which will eventually solve the teacher-shortage problem, I mean a plan of careful screening of applicants to the profession, further rigid screening after these applicants have begun their training, and exactly the same status in regard to success or failure as that held by the faculties of medicine, law, or engineering . . . The long-range plan must also provide for more attractive working conditions. Centralized schools with all their attendant benefits to pupils also provide much greater attraction to the prospective teacher. The tiny, isolated, one-room, rural school has lost its power of appeal to those seeking a career.

Screening Process

The screening process need not be difficult to administer. It should begin in the final year of high school . . . The banks will not hire a boy or girl to enter the figures in your pass-book if his principal says that the

Excerpts from an address given before the Convention of the Canadian Education Association at Victoria by E. T. Wiggins, president of the Canadian Teachers' Federation.

applicant is not suited for the work. The airforce refused to hire a civilian kitchen-assistant who could not secure his principal's recommendation. But what authority or trained personnel passes judgment on the (personal) qualifications of the men and women who will mould the lives, the interests, and almost the very destinies of your children?

In Alberta . . . a plan of screening is being considered . . . not all candidates in our Faculty of Education are successful in their examinations . . . The universities, the normal schools, the practice-teaching classrooms — these are the places where failure, as it must to some, should come.

Transition Period

It is obvious that a period of transition must occur. That is the place of the short-range policy, but we must be sure that the short-range policy does not become the long-range practice. High salaries and more attractive living and working conditions will in a short time bring the law of supply and demand into operation . . . and (when they do) the inefficient teacher will be retired.

Emergency Measures—Tolerated But Not Condoned

But we must staff the schools in the interim, and to do this it may be necessary to adopt emergency measures. Bursaries, payment of fees for stu-

dents entering teacher-training schools, lower entrance requirements . . . correspondence lessons . . . and the outright granting of teaching permits to high school graduates are some of the methods adopted. For the issuing of teaching permits . . . I have nothing but scorn. Correspondence lessons under untrained supervisors provide a better solution in an emergency . . . The lowering of entrance requirements to the Faculty of Education and the normal schools cannot be condoned even though it may have been tolerated for a time for political reasons only. But now, in 1950 we claim that the time for that policy has run out.

Teaching Unattractive

I have no quarrel with bursaries, payment of fees or any other form of government assistance to those who

desire or deserve a university or technical education; but I cannot understand why . . . only those students who are to become teachers are privileged to accept this assistance. Teaching must be such a very unattractive profession that it requires the bribing of young people to enter it. It must be that the rewards which follow it are so small that they would not pay the interest on the investment required in financing the necessary training.

Most provincial governments are tackling the teacher shortage problem in the same way that a city council decided to build a new jail. The council passed three motions. First, that a new jail be built. Second, that the materials in the old jail be used to build the new jail. And third, that they continue to use the old jail until the new one has been built!

Resolution passed unanimously by the teachers of the Grande Prairie Inspectorate at their Annual Convention in Grande Prairie on September 26, 1950.

“Whereas it has been reported that either a Municipal Council or a School Board may make application to the government to have this area set up as a local unit of administration under *The County Act* wherein the school board will lose its identity and fiscal independence and will no longer be elected by the ratepayers of this area; and

Whereas under this system of local government in Eastern Canada and certain areas of the United States the schools have suffered and children have received what has been termed a “second-rate” education; and

Whereas the teachers of the Grande Prairie area desire that children of this district receive the best possible schooling and that their future be not sacrificed in the interest of municipal economy;

Therefore Be It Resolved, that the teachers of the Grande Prairie Inspectorate at their Annual Convention assembled this twenty-sixth day of September 1950 are opposed to the system of local government as embodied in *The County Act*, and ask all parents, trustees, and ratepayers interested in the welfare of the children to urge the municipal councils and the school boards not to make application to have the County System of local government established in this area.”

Professional Objectives in Federation Activities

Adapted from an article in
The Saskatchewan Bulletin
by Ken W. F. Cooper

THE convention of the Canadian Teachers' Federation expressed approval as well as dim views of world organization and certain government action in the provinces, and listened to reports and summaries. The delegates favored more emphasis on the professional objectives in activities of teachers' organizations, reaffirmed the Canadian Teachers' Federation's affiliation with the World Organization of the Teaching Profession, reiterated its support for federal aid to education, decided upon a vigorous campaign on behalf of federal aid, charged dominion authorities with discrimination against the teaching profession under *The Income Tax Act*, and voted to include the Newfoundland Teachers' Association.

Edgar T. Wiggins of Didsbury, Alberta, was elected president, defeating Harold Murphy of Manitoba for the position. Tom Parker of Halifax was elected vice-president.

The convention endorsed a budget of \$28,450 for the Canadian Teachers' Federation for the coming year.

In her presidential message, Dr. L. Bernice MacNaughton of Moncton told delegates that the "predominant factor in education is the teacher. The teacher has a task to perform, the importance of which, if taken seriously is beyond any possible estimate.

"We must get away from our provincial narrowness," she said, "and become nationally—and internationally—or world-minded . . . the influence on the lives of our students cannot be measured."

The Ontario delegates, in a resolution, suggested that the Canadian Teachers' Federation should concentrate on the professional rather than the protective angle of its objectives. But there was opposition to this. It was argued that protective considerations, like salaries and pensions, were just as much for the good of education as professional considerations. Objections were raised to the suggestion that C.T.F. set up an office for educational research. The delegates felt that closer cooperation with the Canadian Education Association could accomplish more along research lines.

Concern was expressed by T. A. McMaster, general secretary for the Manitoba Teachers' Society, over impending legislation in his province which would take away from the teachers their right to bargain collectively with the school boards in Manitoba. Mr. McMaster said he believed the Department of Labor is contemplating exclusion of teachers from the labor act—removing "our last vestige of freedom."

F. J. C. Seymour, president, Marian Gimby, vice-president, and Eric C. Ansley, general secretary, of the Alberta Teachers' Association asked that a resolution be passed by the C.T.F. asking national associations of teachers, trustees, home and school, labor, and other groups interested in education to approve the system of school administration which gives an elected school boards complete responsibility for school matters, including fiscal independence and to oppose

any move to change this practice.

When reports were given on the W.O.T.P. some delegates questioned the wisdom of affiliation with the world group. George G. Croskery, secretary of the C.T.F., explained in detail the history and connections of W.O.T.P. and when it was put to a vote, the delegates voted reaffirmation of C.T.F. affiliation with the world organization. Mr. Croskery had been elected to the executive of W.O.T.P. during the fifth delegate assembly at Ottawa.

Mr. Croskery reported on his appeal to the Hon. Douglas Abbot, minister of national revenue, for changes in *The Income Tax Act* to enable teachers to deduct from taxable income fees paid to their professional associations. Because teachers' income tax was deducted at the source, there was no provision for allowing for such deductions. There will be, Mr. Croskery reported, continued campaigning to have the changes made.

Important discussions centred around the matter of federal aid to education and the convention unanimously passed a declaration directed to Prime Minister Louis St. Laurent, as follows:

"The C.T.F. reaffirms most emphatically its conviction that the solution to the problem of educational finances across Canada depends upon the provision by the federal government of grants-in-aid to the provinces, earmarked for the provinces.

"The assembled delegates representing 60,000 Canadian teachers from every province request that you give every support to the efforts being made by the Canadian Teachers' Federation, Canadian Trustees' Association, Canadian Home and School and Parent-Teacher Federation, Trades and Labor Congress of Canada, Canadian Congress of Labor, Canadian Legion, and other national bodies to implement a program of adequate federal aid for education.

"It is our earnest hope that you will

see to it that this important national problem receives the consideration it merits at the forthcoming federal-provincial conference."

The delegates were guests at a dinner tendered by the Saskatchewan government at the Hotel Bessborough at which the Hon. J. H. Sturdy, minister of social welfare, presided and the Hon. Woodrow Lloyd, minister of education, delivered an address. Mr. Sturdy said that Saskatchewan would never copy Alberta's strange idea of the county system of local administration whereby school boards would no longer be elected and would no longer have control of the schools.

Mr. Lloyd lauded the pioneers who had pushed back the physical frontiers of Canada, but he said teachers today are still faced with a tremendous challenge to push back and develop the mental frontiers.

The Saskatchewan Teachers' Federation invited the delegates to attend a picnic supper at the Dominion Forestry Farm at Sutherland. With the aid of members of the Saskatoon Local of the S.T.F., delegates were taken on a tour of the city, adjourning to the Forestry Farm for the picnic.

During the second general session of the convention there came in for attention the salary situation across Canada. Reports made to the convention from provincial bodies indicated that there was increasing resistance towards higher salaries for teachers. The rate of increase for salaries has fallen off in the past year.

C. J. Oates of Vancouver declared that "economically teachers are slipping badly. Remember, we started far below normal but we have not kept pace with either the wage index or the cost of living index in Canada."

The provincial reports indicated that, where major gains had been achieved in salary increases, it had been the result of collective bargaining. It was noted that bigger gains could be made if there were better organization at the local level.

Olive Fisher Receives Honorary Degree

Olive M. Fisher, the first lady to receive an honorary degree of Doctor of Laws from the University of Alberta, was presented to Convocation Saturday, October 28, by James Fowler.

Dr. Fisher retired this summer from the position of associate professor of education at Calgary, where she taught methods in elementary English to some 10,000 students.

She was born at Baillieboro, Ontario, and received her elementary education there and her high school education at Port Hope High School. She attended the Faculty of Education, University of Toronto, in 1910-11 and after a short term as practice teacher at Peterboro Normal School, she accepted a position in primary methods at the Calgary Normal School. She held this position until the University of Alberta took over teaching training in the province, at which time she was made associate professor of education, the position she held until her retirement.

Dr. Fisher has her bachelor of the



James Fowler congratulates
Olive Fisher.

philosophy of education from the University of Chicago and her master of arts from Stanford University. She has attended summer schools at Columbia University, University of Vermont, and School of Speech, London, England.

Dr. Fisher has won the respect of all who have met her in her work and in her many outside interests. These include the Women's University Club, of which she has been president, the Y.W.C.A., and home and school organizations. She is now in charge of elementary programs for the radio series "Learning to Live" sponsored by the Calgary Home and School and the Calgary City Local.

Professional Objectives in Federation Activities

(Continued from Page 26)

The annual report of the secretary indicated increased activity on the part of his office in Ottawa and an increase in membership from 56,695 with a likely total of 62,000 by September, 1950.

The Department of External Affairs, Ottawa, had included, in the

Canadian delegation to the Unesco meeting at Florence, Italy, a representative of Canadian educational bodies, Dr. M. E. LaZerte, a past president of C.T.F. Dr. LaZerte delivered a report on his trip to Florence and urged the greatest cooperation possible between Canadian teachers and their confreres abroad.

Mathematics Teaching on the March

JOHN C. CHARYK,
Principal, Chinook School

Part I of "Mathematics Teaching on the March" appeared
in our October issue.

Part II

Humanism as a Means to Effective Instruction

LEARNERS ARE creatures of multifarious activities where senses, emotions, and intellects are concerned. Consequently, the wise teacher will not only secure the mastery of the principles and techniques of mathematics in his students, but in addition will assist them in envisioning mathematics as a part of their life experiences. A real loss to the learning process is sustained unless the teacher makes a determined bid to enrich the mathematical experiences of the pupils in a variety of ways. The pupils should be encouraged in every way to read, to explore, and to investigate all areas of mathematics that are made available to them. This enrichment idea is not new or untried, for educationalists have recognized its values since historic times, so teachers should not hesitate to incorporate it into their lessons in such forms as: the historical development of mathematics, cartoons, humor, color, diagnostic procedures, laboratory exercises, field trips, diagram sketching, visual aids, or guidance. The teachers of mathematics are on the threshold of a world impregnated with numerous and powerful teaching aids, and it remains for them to swing open the doors of the mathematics classrooms in order to admit these harbingers of effective teaching. It is only fair to admit that certain precautions must be observed in utilizing any form of enrichment material. The teaching aid

should form an integral part of the lesson, must function as a true educational experience, and should not consume an undue proportion of the class time.

The interest which pupils manifest in their mathematics lessons may be intensified to some degree if the more abstract or supposedly uninteresting portions of the course are interspersed with historical materials. Every subject is deprived of its unique personal character if it is dissociated from its historical development, and this is particularly true of mathematics. Colorful historical references and comments when interwoven with the topical development of the course will lend romance to the mathematics being studied. The appreciation of the past that mathematics has played in the development of civilization should linger long in the hearts and minds of the students. Such instruction is not only of a cultural value but assists in arousing interest as well. It is effective teaching to introduce the study of the measurement of length by indicating that these standards originated naturally from parts of the body; that down through the ages man at some time or other used fingernails, fingers, feet, and arms as units of length. The length of the left foot of sixteen men as they lined up at church on Sunday morning was the lawful rod in the sixteenth century; while under the Norman kings one arm outstretched from the middle of the body was found to be a convenient length for measuring cloth, thus originating the yard. The students studying dif-

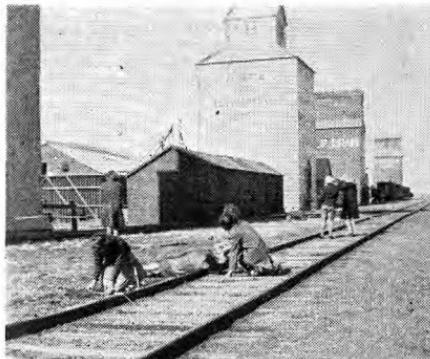
ferential and integral calculus in grade twelve will evince more than a passing interest in these topics if they become familiar with the roles that Newton, Leibniz, and Lagrange played in creating that science. The story of Pythagoras and his triumphant discovery relating to the right-angled triangle should provide some additional evidence that mathematics is not a dead subject, but one enthusiastically pulsating with life. Portraits and statuettes of mathematicians, textbooks on the history of mathematics, history of mathematics charts, and illustrated folders on the history of mathematics constitute supplementary materials which may be used to create a friendly attitude towards mathematics on the part of the learner.

The mere fact that the student is able to ally himself with the mathematicians of the past is a sufficient guarantee that the scholar will give allegiance to these characters, through which mathematics will be instilled with a new meaning. It will take the form of the same fervent admiration and interest that youngsters have for "Turk" Broda of the Toronto Maple Leafs, or Barbara Ann Scott of figure skating fame. This precious "something" of personal kinship can

be engendered in the child if the teacher takes the trouble to introduce the personalized historical aspects of mathematics teaching.

The possession of a background of related information tends to make mathematics more understandable so the current events of mathematics teaching should not be neglected. The teacher could synchronize the mathematics teaching to everyday events within the experience of the pupil. A few moments spent now and then in showing the importance of mathematics to current problems which are in the public eye will be of great value in resurrecting the life of mathematics in the schools. The teacher should be continually on the alert to widen the mathematical vision of his students through the studies of mathematics in all fields of human endeavor whether it is agriculture, lumbering, mining, oil prospecting, navigation, or in business fundamentals. If a pupil brings a bag of candy to school and intends to divide it among six of his classmates, the teacher loses an opportune teaching situation if she does not use the circumstances to teach the meaning of division or of the significance of denominators and numerators of fractions. The short cut used by the child-

How high is the grain elevator? The group of students in the lower picture are solving a current problem in which they are interested. Ratio, proportion, and the trigonometric functions will take on a new meaning for these students. Lower right, a student committee is using portrait of Lagrange, Leibniz, and Newton; and an historical time chart to introduce and to humanize the study of calculus in a grade twelve class. Right, John C. Charyk.



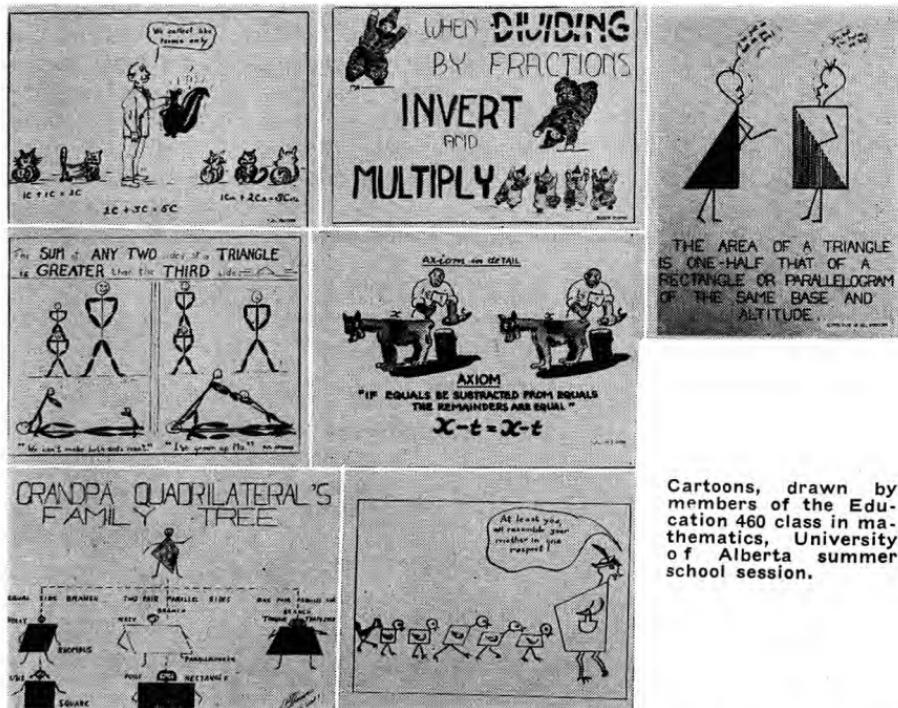
ren on their way to and from school should prove of sufficient importance to bring the theory of Pythagoras into the limelight.

Individual differences necessitate a wide variety of teaching techniques in presenting subject matter, and the use of cartoons may provide such a versatility. The child's love for cartoons is profound, as may be exemplified in the number of cartoon books sold and the tremendous ovation that heralds the appearance of a cartoon short on the screen. Why not carry over some of this enthusiasm to the mathematics lessons? Traditionally in civilian education the use of humor in instruction has been considered incompatible with the seriousness of the purpose. However, the instructional services of the army, navy and air force have nullified this theory, for they have successfully supplemented their teaching procedures with typical cartoons.

The cartoon method of presentation

is based on sound psychological principles, for instruction is limited to one skill or concept for each drawing, and may be used for introduction, summarization, review, or reference purposes. They are also helpful to those exceptional students who have difficulty in orientation and the ability to comprehend abstract entities. The type of illustration used should be direct, simple, and at the level of the mental maturity of the student. Human figures should predominate in these cartoons as the activities of animals in the sketches would tend to degrade the relative importance and complexity of the mathematical concepts in the minds of the students. The humorous action combined with an interesting color scheme focuses attention on any desire, concept or process in a mathematical operation. The cartoons often serve as incentives to other students to create similar examples but with the additional qual-

(Continued on Page 36)



Cartoons, drawn by members of the Education 460 class in mathematics, University of Alberta summer school session.

Analysis of Divisional Salary Schedules

giving total salaries for teachers with one degree, and in the case of positional schedules, teaching high school in Alberta

		Acadia		Athabasca		Barrhead		Berry Creek		Bonnyville		Bow Valley		Calgary		Camrose		Castor	
1st Year		2300		2350		2300		2450		2300		2200		2200		2400		2400	
2nd "		2400		2450		2400		2550		2400		2300		2325		2500		2500	
3rd "		2500		2550		2500		2650		2500		2400		2450		2600		2600	
4th "		2600		2650		2600		2750		2600		2500		2575		2700		2700	
5th "		2700		2750		2700		2850		2700		2600		2700		2800		2800	
6th "		2800		2850		2800		2950		2800		2700		2825		2900		2900	
6-Year Total		15300		15600		15300		16200		15300		14700		15075		15900		15900	
7th Year		2900		2900		2900		3050		2900		2800		2950		3000		3000	
8th "		3000		3050		3000		3150		2950		2900		3075		3100		3100	
9th "		3100		3150*		3100*		3250*		3000		3000		3200*		3100		3200	
10th "		3200*		3150		3100		3250		3050*		3100		3200		3100		3200*	
11th "		3200		3150		3100		3250		3050		3200		3200		3100		3300	
12th "		3200		3150		3100		3250		3050		3300*		3200		3100		3300	
12-Year Total		34200		33600		35400		33300		33300		33300		33900		34400		35100	
No change from 1949-50		Scheduled not settled for 1950-51		P.E. in full if continuous		(1) I.C. Max. of 5 increments unless working for degree.		Same as 1949-50		Married men and widows receive bonus of \$100.						I.A.—Max. No change from 1949-50			
		Positional: H.S. 1800 Deg. 2350		s' hedge given; negotiations not completed												(2) I.A. Max. \$2650.			

Clover Bar	Coal Branch	Drumheller	East Smoky	Foothills			Fairview	Foremost
				E. I. D.	Edson	Foothills		
1st Year	2425	2650	2300	2400	2300	2350	2400	2600
2nd "	2515	2750	2400	2500	2420	2450	2500	2700
3rd "	2605	2850	2500	2600	2540	2550	2600	2800
4th "	2695	2950	2600	2700	2660	2650	2700	2900
5th "	2785	3050	2700	2800	2780	2750	2800	3000
6th "	2875	3150	2800	2900	2880	2850	2900	3100
6-Year Total	15900	17400	15300	15900	15580	15600	15900	17100
7th Year	2965	3250	2900	3000	2980	2950	3000	3200
8th "	3055	3350	3000	3100	3080	3050	3100	3300
9th "	3145	3450*	3100*	3200*	3180*	3200*	3250*	3400*
10th "	3235	3450	3100	3200	3180	3200	3250	3400
11th "	3325*	3450	3100	3200	3180	3200	3250	3400
12th "	3325	3450	3100	3200	3180	3450	3200	3400
12-Year Total	34950	37800	33600	34800	34360	34800	34800	37200
No change from 1945-50	Positional—High School 1950 Degree 700	Service in Armed Forces to count if Certificate held prior to entering services.	I.C. (Max. 2700) L.A. (Max. 2600)	Positional School 1800 Degree 500	13 th 35.25% School 1800 Degree 2300	13 th 35.25% Notifications not completed.	Positional—High School 1950 Degree 700	Absent from teaching during last 7 years
Positional—High School 1950 Degree 2650			L.A. necessary differentiated by deficient, qualifications \$100	L.A. necessary differentiated by deficient, qualifications \$100			P.E. must be no inc. during immediate nast 5 years	P.E. inc. unless in armed services.

Grande Prairie		High Prairie		Holden		Kilmall		Lac La Biche		Lacombe		Lac Ste. Anne		Lamont		
1st Year	2250	2400	2290	2400	2300	2400	2300	2400	2300	2400	2500	2400	2500	2300	2300	
2nd "	2350	2500	2390	2500	2400	2400	2500	2500	2400	2500	2600	2400	2600	2400	2400	
3rd "	2450	2600	2490	2600	2500	2600	2500	2600	2500	2600	2700	2500	2700	2500	2500	
4th "	2550	2700	2590	2700	2600	2700	2600	2700	2600	2700	2800	2700	2800	2700	2600	
5th "	2650	2800	2690	2800	2700	2800	2700	2800	2700	2800	2900	2700	2900	2700	2700	
6th "	2750	2700	2790	2900	2800	2900	2800	2900	2800	2900	3000	2800	3000	2800	2800	
6-Year Total	15000	15900	15240	15900	15300	15900	15300	15900	15300	16500	16500	15300	16500	15300	15300	
7th Year	2850	3000	2890	3000	2900	3000	2900	3000	2900	3000	3000	2900	3000	2900	2900	
8th "	2950	3100	2990	3100	3000	3100	3000	3100	3000	3100	3200	3000	3200	3000	3000	
9th "	3050*	3200*	3090	3200	3050*	3200	3050*	3200	3050*	3200	3300*	3200	3300*	3100	3100	
10th "	3050	3200	3190	3200	3050	3190	3050	3190	3050	3190	3300*	3200	3300*	3100	3200	
11th "	3050	3200	3290*	3200	3050	3290*	3050	3200	3050	3200	3300*	3200	3300*	3100	3200	
12th "	3050	3200	3290	3200	3050	3290	3050	3200	3050	3200	3300*	3200	3300*	3100	3200	
12-Year Total	33000	34800	33500	34800	35100	33400	35100	33400	35100	33600	35500	34200	35500	34200	34200	
1949-50 schedule given. Negotiations not completed.	(1) H.S. 2040 Deg. 250 Total 2250		12th—3500 13th—3550 14th—3600 15th—2650*		Schedule not settled for 1950-51		Positional—High School 1800 Degree 500		Positional—High School 1800 Degree 500		Positional—High School 1800 Degree 500		Positional—High School 1800 Degree 500		Positional—High School 1800 Degree 500	
	(2) Gr. IX 2040 Deg. 100		L. A.—(Max. 2900) Married 2140		L. A.—(Max. 2900) Married 2140		L. A.—(Max. 2900) Married 2140		L. A.—(Max. 2900) Married 2140		L. A.—(Max. 2900) Married 2140		L. A.—(Max. 2900) Married 2140		L. A.—(Max. 2900) Married 2140	
Medicine		Neutral Hills		Olds		Peace River		Pincher Creek		Ponoka		Provost		Red Deer		
1st Year	2375	2300	2400	2400	2200	2400	2400	2200	2400	2400	2400	2300	2400	2000	2000	
2nd "	2475	2400	2500	2500	2300	2500	2500	2300	2500	2500	2500	2400	2500	2120	2120	
3rd "	2700	2575	2600	2600	2400	2700	2500	2600	2700	2600	2700	2500	2600	2240	2240	
4th "	2800	2675	2700	2700	2500	2800	2800	2700	2800	2800	2700	2700	2800	2360	2360	
5th "	2900	2775	2700	2700	2600	2900	2900	2700	2900	2900	2800	2700	2800	2480	2480	
6th "	3000	2875	2800	2800	2700	2900	2900	2700	2900	2900	2800	2700	2800	2600	2600	
6-Year Total	16500	15750	15900	15900	14700	15900	15900	14700	15900	15900	15900	15300	15300	13800	13800	
7th Year	3100	2975	2900	2900	3000	2900	2900	2900	3000	3000	3000	2900	3000	2700*	2700*	
8th "	3200*	3000	3100	3100	3200*	3100	3100	3100	3200*	3100	3100	3000	3100	2700	2700	
9th "	3200	3175*	3100	3200	3200*	3200	3200	3200	3200*	3200	3200	3100	3200	2700	2700	
10th "	3200	3175	3200	3200	3300*	3200	3200	3200	3300*	3200	3200	3100	3200	2700	2700	
11th "	3200	3175	3300*	3300	3300*	3300	3300	3300	3300*	3300	3300	3400*	3300*	2700	2700	
12th "	3200	3175	3300	3300	3300*	3300	3300	3300	3300*	3300	3300	3400*	3300*	2700	2700	
12-Year Total	35600	34500	35100	35100	34800	35000	35000	34800	35000	35400	35400	35000	35400	34100	34100	
Positional—H.S. 2000—Degree 500 Total 2500	\$100 per yr. if in Div. \$75 per yr. if outside L.A.—\$75 per yr. for		Same as 1949-50.		In effect since 1948.		1. I.C. max. increments of \$200.		\$100 per year.		\$100 per year.		\$100 per year.		No change from 1949-50.	
	Degree 500 Total 2500		\$50 per yr. course towards degree.		Married teacher, with dependent;		2. Married teacher, with dependent;		3. Negotiations under way.		3. Negotiations under way.		3. Negotiations under way.		3. Negotiations under way.	

R.D. Comp.		R.D. Valley	Rocky Mtn.	Smoky Lake	Spirit River	Stettler	St. Mary's	Stony Plain	St. Paul
1st Year	2200	2300	2400	2300	2400	2300	2200	2340	2250
2nd "	2300	2400	2500	2500	2500	2450	2300	2440	2350
3rd "	2400	2500	2600	2480	2600	2600	2400	2540	2450
4th "	2500	2600	2700	2570	2700	2750	2500	2640	2550
5th "	2600	2700	2800	2660	2800	2870	2600	2740	2650
6th "	2700	2800	2900	2750	2900	2990	2700	2840	2750
6-Year Total	15300	15900	15150	15900	15960	14700	15540	15000	
7th Year	2800	2900	3000	2840	3000	3110*	2800	2940	2850
8th "	2900	3000	3100	2930	3100	3110	2900	3040	2950
9th "	3000	3100	3200	3020	3200	3200	3000	3140*	3050*
10th "	3100	3150	3300	3110	3300*	3110	3100	3140	3050
11th "	3200	3200*	3400	3200*	3300	3300	3200	3140	3050
12th "	3300*	3200	3500	3200	3300	3300	3200	3140	3050
12-Year Total	33000	33850	35400	35400	35100	34620	33000	34080	33000
No change from 1949-50		13th 3600* Int. C.—max.	3600* I.C. max.—25% Negotiations not completed.	3600* I.C. max.—25% Negotiations not completed.	3600* I.C. max.—25% Negotiations not completed.	3600* I.C. max.—25% Negotiations not completed.			
No change from 1949-50		No change from 1949-50.		Same as 1949-50.		1949-50 schedule given. Negotiations not yet completed.		not settled for 1950-51 Positional—H.S. 1850 Degree 490	
								L.A. and degree—max. 2000 and 5 increments. Teachers receive \$50 bonus.	
Strawberry	2350	2510	2500	2275	2100	2300	2500	2180	2400
2nd "	2450	2610	2650	2475	2200	2400	2600	2290	2500
3rd "	2550	2710	2775	2575	2300	2500	2700	2400	2600
4th "	2650	2810	2900	2675	2400	2600	2800	2510	2700
5th "	2750	2910	3025	2775	2500	2700	2900	2620	2800
6th "	2850	3010	3150	2875	2600	2800	3000	2730	2900
6-Year Total	15660	16560	17000	15650	14100	15300	16500	14730	15900
7th Year	2950	3110	3275*	2975	2700	2900	3100	2830	3000
8th "	3050	3210	3275	3075	2800	3000	3200	2930	3100
9th "	3150	3310	3275	3175	2850	3100	3300	3030	3200
10th "	3200*	3410	3275	3275	2900	3200	3400*	3105	3300*
11th "	3200	3510*	3275	3375	2950	3250*	3400	3180*	3300
12th "	3200	3510	3275	3412 1/2	3000	3250	3400	3180	3300
12-Year Total	36620	36650	34937 1/2	31375	34000	36300	34000	32985	35100
Positional—High School 1910 Degree 600		Positional—High School 1910 Degree 600		Positional—High School 1910 Degree 600		Positional—High School 1910 Degree 600		Married teachers \$100 per year.	
P.E. outside of Div.—5x75—\$775								5 years.	
								of \$50 of.	

Westlock		Wetaskiwin		Wheatland	
1st Year	2230	2400	2550		
2nd "	2330	2500	2650		
3rd "	2430	2600	2750		
4th "	2530	2700	2850		
5th "	2630	2800	2950		
6th "	2730	2900	3050		
6-Year Total	14880	15900	16800		
7th Year	2830	3000	3150		
8th "	2930	3100	3220		
9th "	3030*	3200	3300		
10th "	3030	3300*	3375		
11th "	3030	3300	3450*		
12th "	3030	3300	3450		
12-Year Total	32760	35100	36750		
1949-50 schedule given.				Incr. = 6 × 100 + 4 × 75 = \$900.	
Nego- tiations not completed.				Positional— 2000—H.S.	
Positional— High School	1750			550—Degree	
Degree	480			2550 Total	
					2230

P.E.—Past Experience. N.B.: Where no reference is made to Past Experience, full allowance is given for Past Experience, whether served in the Division or elsewhere.

I.C.—Interim Certificate.

L.A.—Letter of Authority.

Note—Special consideration is given by a number of the Divisions for schools with heavy enrollments, Grade IX, particulars re the salary schedules Summer School attendance, etc. Full may be obtained from the A.T.A. Office.

*—Maximum.

**SCHEDULES WITH MAXIMUM OF
\$3400 OR OVER**

Killam	\$3650
Rocky Mountain	3600
Lamont	3550
E.I.D.	3525
Sturgeon	3510
Coal Branch	3450
Lethbridge	3450
Wheatland	3450
Taber	3412
Foothills	3400
Vegreville	3400

**ORDER OF MERIT
6 YEARS**

	Total
1.—Coal Branch	17400
2.—Foothills	17100
3.—Sullivan Lake	17000
4.—Wheatland	16800
5.—Sturgeon	16560
6.—Lamont	16500
” —Macleod	16500
” —Vegreville	16500
9.—Berry Creek	16200
10.—Stettler	15960
11.—Camrose	15900
” —Castor	15900
” —Clover Bar	15900
” —East Smoky	15900
” —Fairview	15900
” —High Prairie	15900
” —Killam	15900
” —Olds	15900
” —Peace River	15900
” —Lacombe	15900
” —Ponoka	15900
” —Rocky Mountain	15900
” —Spirit River	15900
” —Wainwright	15900
” —Wetaskiwin	15900
26.—Medicine Hat	15750
27.—Taber	15650
28.—Athabasca	15600
” —E.I.D.	15600
” —Strawberry	15600
31.—Edson	15580
32.—Stony Plain	15540
33.—Acadia	15300
” —Barrhead	15300
” —Bonnyville	15300
” —Drumheller	15300
” —Lac La Biche	15300
” —Lac Ste. Anne	15300
” —Lethbridge	15300
” —Neutral Hills	15300
” —Provost	15300
” —Red Deer Valley	15300
” —Two Hills	15300
44.—Holden	15240
45.—Smoky Lake	15150
46.—Calgary	15075
47.—Foremost	15000
” —Grande Prairie	15000
” —St. Paul	15000
50.—Westlock	14880
51.—Vermilion	14730
52.—Bow Valley	14700
” —Pincher Creek	14700
” —St. Mary's River	14700
” —Red Deer Composite	14700
56.—Thorhild	14175
57.—Red Deer	13800

**ORDER OF MERIT
12 YEARS**

	Total
1.—Coal Branch	37800
2.—Foothills	37200
3.—Wheatland	36750
4.—Sullivan Lake	36650
5.—Sturgeon	36620
6.—Lamont	36550
” —Vegreville	36300
8.—Macleod	35600
9.—Rocky Mountain	35400
” —Berry Creek	35400
” —Ponoka	35400
12.—Killam	34350
13.—Strawberry	34350
14.—Castor	35100
” —Olds	35100
” —Spirit River	35100
” —Wainwright	35100
” —Wetaskiwin	35100
” —Lacombe	35100
20.—Clover Bar	34950
21.—Taber	34937
22.—High Prairie	34800
” —E.I.D.	34800
” —Fairview	34800
” —Peace River	34800
” —East Smoky	34800
27.—Stettler	34620
28.—Medicine Hat	34500
29.—Camrose	34400
30.—Edson	34360
31.—Lethbridge	34200
” —Athabasca	34200
33.—Neutral Hills	34100
” —Provost	34100
35.—Stony Plain	34080
36.—Two Hills	34000
37.—Acadia	33900
” —Calgary	33900
39.—Red Deer Valley	33850
40.—Holden	33800
41.—Foremost	33625
42.—Barrhead	33600
” —Drumheller	33600
” —Lac Ste. Anne	33600
45.—Smoky Lake	33450
46.—Lac La Biche	33400
47.—Bow Valley	33300
” —Bonnyville	33300
49.—Grande Prairie	33000
” —Pincher Creek	33000
” —St. Mary's River	33000
” —St. Paul	33000
” —Red Deer Composite	33000
54.—Vermilion	32985
55.—Westlock	32760
56.—Thorhild	31375
57.—Red Deer	30000

Mathematics Teaching on the March

(Continued from Page 30)

ity of being personal. The creation of such pictures is a decided asset to the creator, for it clarifies the mathematical concept that is forming in his own mind as well as being a powerful aid to him in diagnosing any of his difficulties. It has been found that even the most reticent students can be persuaded to appear before the class and give their interpretation of the principles involved. Expression in any form is a tangible criteria of the nature of the mental process, and there are some children who can best express themselves through the medium of cartoons. How about that lad that is always sketching pictures of the teacher, or of cowboys and horses? Through pupil sketches or recitations the teacher can discover added opportunities for diagnosing strengths and weaknesses in various individuals, and eventually provide the proper remedial teaching. It may be noted in passing that cartoons have been put to a variety of commercial and political uses, so why not introduce a few well-chosen cartoons in the mathematics lesson?

The ancient Chinese had a proverb which read, "A man without a sense of humor must not open shop." The same thing may be said of a teacher in the mathematics classroom. Here, due to the nature of the subject the opportunities for the students of making errors are so prevalent that discouragement and a too officious attitude are apt to characterize mathematics teaching, unless some method is undertaken to enliven the odd lesson or so. One method of doing this is to share an impersonal story or anecdote with the students at the appropriate psychological moment. It is true that such jokes are few and far between but if the teacher starts a scrapbook for such material a worthwhile collection will eventually materialize.

Here are two stories gleaned from

recent issues of a daily newspaper to illustrate what is meant.

Teacher: "Now if I subtract 13 from 41, what is the difference?"

Ken: "Yeah! That's what I say. Who cares?"

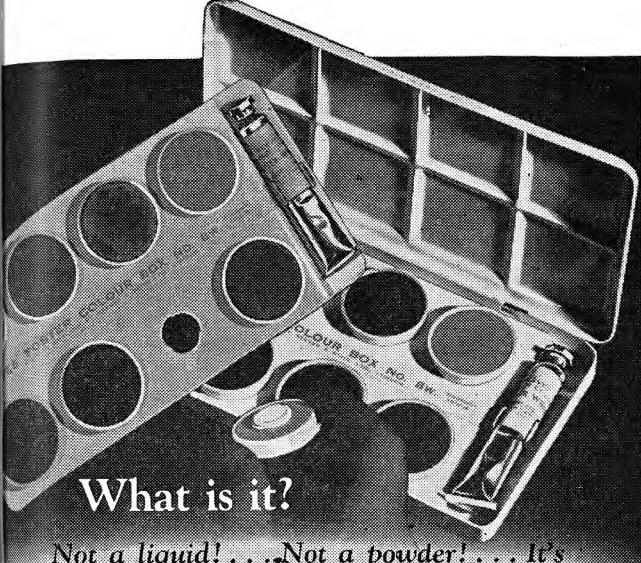
Mother (hearing a crash in the kitchen): "More dishes, Audrey?"

Audrey: "No, mother, less."

These two jokes could be used to advantage in mathematics lessons concerned with any aspect of subtraction. Let the occasional sun break through the clouds of classroom boredom and routine, and enable the students to realize that the mathematics teacher is a sympathetic human being instead of a machine-like paragon of precision.

In times gone by color was taken for granted in our everyday surroundings, but today it is contributing definite utilitarian benefits. Color can be used to stimulate or depress, some colors will help people to relax and be cheerful, whereas other colors will stimulate and invigorate them, while still other colors will probably set up irritations and physical discomfort. The blue sky, the white clouds, the green grass, the golden wheat or the multi-colored flowers and fruit, only convince us that the world of nature is a world of color. The magazines, the stores, the theatres, and the business offices use color to attract our attention wherever we go. If it is profitable for nature and the business world to expend energy, or the millions of dollars in color displays to attract and to hold interest, then we as teachers could profit from these examples and incorporate color into certain phases of mathematics teaching.

In the early stages of the student's education, three red apples may be represented by the symbol 3 written in red chalk, the two green pears by a green 2, and the four plums by a blue 4. Thus, in addition to the standard means of learning the child has the color association to assist him in the



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introductory phases of number comprehension. Further along in his educational career when the child studies division by fractions the idea of a reciprocal of the fraction becomes clearer if set colors are used for the original denominators and the numerators, with the reciprocals showing the colors interchanged.

Color is helpful when signed numbers are first introduced for it is impossible to confuse the direction sign with the number sign because they are in different color.

The reasons for the various formulas used in mathematics become more apparent when the symbolic letters bear the same colors as the corresponding parts of the diagram under consideration.

If a child is not familiar with such terms as subtrahend, minuend, or difference he finds it difficult to discuss or analyze a problem in subtraction. The same is true with every problem involving mathematical terms. One method for developing such a functional vocabulary in mathematics is to have for ready reference a composite display of typical problems with the various parts labelled. The mathematical term and the corresponding part of the problem bear the same color. For example, in subtraction a display similar to the following might prove valuable:

317 (Green) Minuend
189 (Red) Subtrahend
128 (Yellow) Difference

In illustrating different types of triangles, color can be used to highlight the equal parts, while the congruency theorems in geometry become more obvious to the child if the equal parts are indicated in identical colors.

The relationship between $\log_{10} 218280$

673—2.8280 and its exponential equivalent $10^{2.8280}$ can be made more emphatic through association and contrast if the 10's are in one color, the 2.8280's in a second, and the 673's in a third color.

In all types of graph work colored chalk is a valuable visual aid, for the tables of independent and dependent variables and their corresponding graphs may be easily related by means of a color scheme. The mere fact that the abstract equation and the concrete graph are pictured together in one-to-one correspondence of parts is a distinct advantage to the student, for the human mind appears to have a natural tendency to oscillate its attention between tangible materials of the world and their abstract manifestations.

A careful diagnosis of individual difficulties in problem solving may be established if the words or phrases of the problem and their respective counterparts in the algebraic equation are written in the same color, for example: (Five times a certain number) (less)

5x
(8) (is equal to) (twice the number)
8 = 2x
(increased by) (3). Such a careful
+ 3.

screening of a mathematical problem will automatically pin-point the remedial work that must be done by the teacher.

The few suggested examples of using color, indicated above, point to the fact that the number of uses to which color can be put in the teaching and the study of mathematics is only limited by the initiative and the interest of the teacher concerned. Children like color and if shown how it can assist them in the study of mathematics they will enthusiastically use it to advantage. The contents of their a drab ordinary appearance of black and white will glisten forth with exercise books instead of presenting technicolor.

Lessons in mathematics should never be dull or uninteresting because it is possible for the teacher to introduce many types of supplementary materials that will make the subject enjoyable as well as instructive. The nature of this mental tonic may take the form of riddles, puzzles, games,



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poems, or even fiction. Remember that much of the knowledge of mathematics may be gained from books; but the love of mathematics is acquired only through the personal inspiration offered by the teacher.

Puzzles and riddles may be used to challenge the students' flagging attention, interest or ability, as well as adding spice to what otherwise would be a dull lesson. "Write an even number using only figures representing odd numbers," could be used in a lesson on odd and even integers, while, "What fraction less than one gives the same value inverted?" could be included in a lesson on division by fractions. Here is a good puzzle for students studying logarithms, "The logarithms of two numbers to the base 10 differ by 1.4238 and the numbers themselves differ by 3856. Find the numbers."

The right use of games possessing a mathematical flavor should prove both interesting and profitable, for children like a contest. Each teacher whether instructing in grade one or grade twelve can adapt the majority of the topics being studied into contests or games. For example: Each member of a class is indicated as a prime number and when the pupil acting as a leader calls forth various integers the students representing the prime numbers constituting the factors of the integers stand up. Such games in which all members of the class participate will not only provide training in alertness, but at the same time will improve their oral mathematics, in fact, technically speaking, these games may be termed drills.

Everyone has learned the poems beginning with, "One, two, buckle my shoe," or "Thirty days hath September," and has used them to good advantage at some time or other in his career. Poetry and mathematics appear to be two fields that have little in common, but it is possible to use poetry in mathematics to facilitate the learning of a particular rule, to add variety and interest to the lesson, and

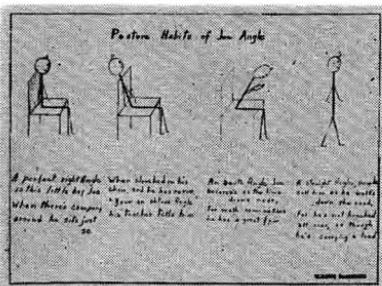
to build up the appreciation of the fact that poetry is just another way of expressing ourselves. In fact, history relates that in 1598 an arithmetic composed entirely of rhyme was written by Johann Lautenschlager. Have you ever attempted to versify some of the problems from the mathematics textbook?

I wish three prices now to find
And they must be of such a kind,
That vegetables shall be $\frac{1}{8}$ as much
as fruit,

While bread only $\frac{1}{4}$ as much as
fruit.

If bread, fruit, vegetables are worth
\$3.40

What will be the cost of each com-
modity?



Prose may take its place in the mathematics lesson by the introduction of such books as: *Alice in Wonderland*, *Pastures of Wonder*, *Watchers of the Sky*, and *The Queen of the Sciences*. A paragraph read here, an illustration shown there, and a reading reference recommended in-between, will bring into the mathematics room some of the best ideas of the writers and thinkers in the field of mathematics.

This field of humanizing the teaching of mathematics is boundless, but it is not recommended that all or any of these suggestions be adopted. The principal idea advocated is that mathematics teachers should get to know the individual pupils that they are teaching, and hence use the students' special interests and talents to facilitate and to stimulate the learning and the teaching of mathematics.

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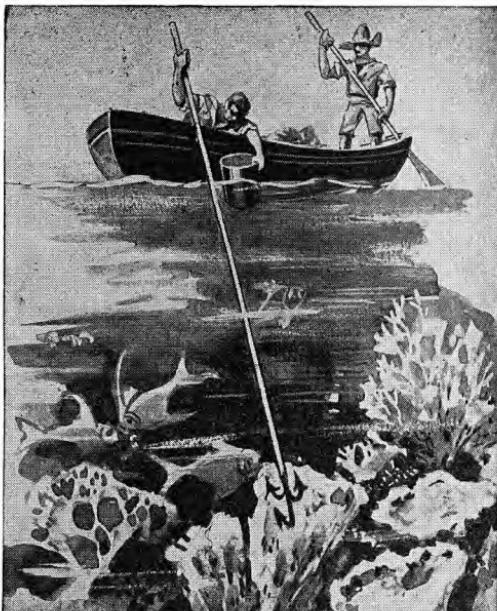
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N. PUPIL PURPOSES VERSUS ADULT STANDARDS
Pupil purposes are the ends of education.

Pupil purposes ignored.

Pupil purposes are the means of education.

ment, supplemented by frequent interviews with parents represent the practice in many good elementary schools.

10. Because the administrator in the traditional elementary school made all important decisions without consulting the staff of teachers it does not follow that the special function of administration can be eliminated in the modern democratic school. Democracy cannot dispense with the services of the expert. A responsible leader is needed in the elementary school to encourage and coordinate the efforts of the staff. Such a leader will encourage the participation of all members of the staff in policy making to the extent of their ability.

11. Because the entire instructional program of the traditional school was determined by the supervisor and handed to the teachers it does not follow that the pupils in each class must decide what is to be studied independently of all others. The instructional program of the modern elementary school is developed cooperatively by pupils, teachers, supervisors, administrators, and laymen.

12. Because the curriculum of the traditional school was limited to the study of school subjects it does not follow that the curriculum of the modern school must be limited to the immediate concerns of children. The curriculum of the modern elementary school must give consideration to both the interests and needs of children and the demands of present day living.

13. Because the traditional school was based on a ready-made organization it does not follow that the modern school must reject all organization and expect everything to be decided on the spot. The general scope and sequence of the instructional program can be agreed upon, leaving details to be worked out by each teacher and his group of pupils.

14. Because pupil purposes were largely ignored in the traditional school it does not follow that the objectives of education are all to be found by studying pupil purposes. Pupil purposes are valuable as means for achieving worthwhile educational objectives. Therefore, teachers must be interested in helping pupils develop purposes which are in line with desirable objectives rather than being content with furthering purposes which pupils already have.

The accompanying chart presents in brief form the two extreme points of view in educational theory and the practical middleground position. It is obvious that such charts are necessary over-simplifications. The specific items listed under the headings "traditional" and "ultra-progressive" do not necessarily represent the views of any particular authorities on education nor the practices in any particular school. Rather, they represent the two opposite points of view on several educational issues between which the teacher will need to find a practical middleground. The column headed "traditional" is listed first because it represents the older practice. The column headed "ultra-progressive" comes next because it characterizes the earlier efforts to get away from traditional practices. The column headed "practical middleground" comes last because it represents the more recent effort to achieve a balance between the other extremes.

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 Gretta Mary Marlatt
 Violet Jane Ivison Mitchell
 Gertrude Catherine Otterson, B.A.
 Evelyn Frances Silk
 Edna Beth Spackman, B.Sc.
 Lena Evelyn Taylor
 Edna Elizabeth Thompson, B.A.
 Peter Alfred Andrews, B.Sc. (Agric.)
 William Paul Behuniak
 James Baird Bell, B.A., B.Ed. (Sask.)
 Richard Harold Canniff
 William Alfred Coward
 Charles Alexander Cromie
 Otto Henry Deutsch, B.Sc.(A)
 Elmer Geoffrey Fast, B.A., B.Ed. (Sask.)
 Allan Douglas Fell
 Robert Franklin George
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 M.A. (Columbia)
 Alfred James Hosking, B.A.
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 Clarence Oscar Jevne, B.Sc. (Agric.)
 Jack Kachuk
 Frank Joseph Kainick
 Raymond Joseph Killeen
 Alec J. Kurylo
 Roland Aime Lambert
 Arthur Orin Randolph Landeen, B.A., Saskatchewanan
 John Charles McLean, B.Sc.
 Stanley Melville McLean
 Donald George Marion
 John Alexander Mercer, B.A.
 Nicholas Poohkay, B.A.
 Austen Bell Robson
 Douglas Heber Ross
 Nicholas Peter Sidor
 John Skakun
 William Paul Smith
 Walter Leonard Sokol
 George Anson Taylor
 Gilbert Roland Williams, B.Sc.
 Henry Allerton Windsor, B.A., B.Ed.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Patricia Ellen Amundsen, B.A. (Manitoba)
 Jean Esther Archibald
 Edith Berger
 Rita Jean Bonneau
 Claire Madelaine Bonnell

Sheila Mabel Cary
Margaret Mary Cunningham
Rose Tillie Fewchuk
Ruth May Hulland
Edith Blodwen Jones
Helma Frances Martin
Myrtle Viola MacDonald
Eda Ruth Sparling, B.A. (Oregon)
Mary Elizabeth Stokoe
Sister Nora Margaret Cummins
Lorna Ethyle Wright
Alan David Avery, B.A. (Manitoba)
Laurence Arthur Broughton, B.A.
Robert Armstrong Cruickshank, B.A.
Andrew Gamble
Price John Gibb, B.A.
Benjamin Gold Halbert
Albert Edward Hohol
Nicholas Hrynyk
Clarence Sylvester Karter, B.A. (Sask.)
John Jacob Kokotailo, B.A. (Saskatchewan)
Lyonel Wesley Kruger, B.A. (Saskatchewan)
Rosario Joseph Lacerte
Douglas Burgess Lord
Alexander Farquhar McCrimmon, B.Sc.
Roger George Motut
Colin John Alfred Ramsay
Paul Ritchie
Thomas Neale Roche, B.A.
Frank Semaka, B.Sc.
John Ivan Sheppy, B.A., M.A. (California)
Ernest Alfred Smith
Henry John Unger
Francis Patrick Van Tighem, B.Sc.
Walter Ernest Winter, B.A.
Joseph Samuel Rogers Wright

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION AND
GRANTED THE SENIOR DIPLOMA OF
THE FACULTY OF EDUCATION**

Myrtle Rose Ansley
Francis Charity Arnot
Blanche Thursfield Aston
Dorothy Grace Bowden
Muriel Adeline Caldwell
Annie Clarke
Ruth Gibbs Cromarty
Gwendolyn Marion Dunsmore
Sidney Christine Hellekson
Mary Marjorie Sheila Hughes, B.A.
Margaret Isabel Jackson, B.Sc.
Eira Tydfil Jones
Marie-Rose Veronica Kenny
Winnifred Barbara Lochtie
Eleanor Evelyn McDonald
Norma Evelyn MacDonald
Carrie Louise McIntosh
Margaret Helen Nimmons
Mildred Isabelle Olsen
Alice Elizabeth Polley
Freda Quinton
Nellie Romanchuk
Lou Ella Staal
Sister M. Irene Fitzgerald
Sister Mary St. Joseph
Mary Ann Tutty
Katherine Claudia Wynn
Milton Carson Anderson
Joseph Edward Andrusiw
Lorne Hamilton Blackbourne, B.Sc.
Roy Garrington Bowman
Charles Woodbury Bryant, B.A. (U.B.C.)
Robert Stanley Chapman
John Metro Cherniawchan, B.Sc. (A)
Harry Chomik
George Lewis Davies
Ivor Graham Dent, B.A. (Sask.)
Valentine John Diederichs

Rudolph Dressler, B.A. (Sask.)
Tofen Dublanko
Robert William Dunn, B.Sc. (A)
William Roy Eyres
John Sidney Forge
Kenneth Stanley Gee
William James Hackett, B.A.
Sydney William Hubbard
Walter Leslie Hughes, B.Sc.
John Verdner Humphries, B.A.
Peter Iwasuik
Benny Janz, B.Sc. (Manitoba)
William Douglas Knill
Michael Alexander Kostek
Alvin Ernest Kunst, B.A.
Nils Kvistle
Roy Victor Little
Harry Oliver Lomnes
Glenne Whitehall McCullough, B.Sc.
Ross Douglas McCullough, B.Sc.
Arthur George McFaul
William Macdonald MacLauchlan
Ronald Stuart MacLean, B.Sc.
Joseph Majakey, B.A.
Lester Rolland Metcalf
John Ernest Milner
Nicholas Myskiw, B.Sc.
David Craddock Pickard
Arnold Oscar Purdy, B.A.
Peter David Redecopp, B.A.
Thomas James Reid
William Edwin Robinson
Hugh Robert Ross, B.Sc.
Ronald Noah Sauder
George Roland Schurman
Gordon William Edward Schwann, B.A.
Joseph K. Sherbanuk
Joseph Simla, B.Sc. (A)
John William Slemko
Ronald Edward Stephens, B.Sc.
James Henry Stewart, B.A. (Queen's)
William Stroschein
William George Tanasiuk
John Edward Taylor, B.Sc. (Agric.)
Abram Voth, B.Sc.
Vern Leroy Wheeler
John Albert Winterton

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION IN
INDUSTRIAL ARTS**

Richard Harding Cunningham

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION IN
INDUSTRIAL ARTS AND GRANTED THE
SENIOR DIPLOMA OF THE FACULTY
OF EDUCATION**

Clifford Charles Awock

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION IN
AGRICULTURE AND GRANTED THE
SENIOR DIPLOMA OF THE FACULTY OF
EDUCATION**

John Buchanan Smith

**ADMITTED TO THE DEGREE OF MASTER
OF EDUCATION**

Roberta Blodwyn Kiefer, B.Ed.
Janet Isabel Martin, B.Ed., B. Com.
James Munn Craig, B.Ed.
Berthold Figur, B.Ed.
Benno Gerry Herman Fricke, B.Ed., B.A. (Sask.)
Thomas Michael McManus, B.Ed.
Hubert Melville Smith, B.Ed.

"I have learned that my methods must be as different and varied as the different and varied personalities of my students, who from the start are governed by forces over which I have small control. . . ."

Who's Where

Following is a list of names and addresses which we feel might prove useful to teachers of Alberta and elsewhere.

University of Alberta

President—Andrew Stewart, Arts Bldg., University of Alberta, Edmonton

Registrar—G. B. Taylor, Arts Bldg., University of Alberta, Edmonton

Assistant Registrar—A. D. Cairns, Arts Bldg., University of Alberta, Edmonton

Faculty of Education

Dean—H. E. Smith, Education Bldg., University of Alberta, Edmonton

Director, Calgary Branch—A. L. Doucette, Calgary

Director, Summer Session—J. W. Gilles, Education Bldg., University of Alberta, Edmonton

Department Heads

Psychology—G. M. Dunlop, Education Bldg., Edmonton

Secondary Education—H. T. Coutts, Education Bldg., Edmonton

Elementary Education—W. D. McDougall, Education Bldg., Edmonton

Department of Education

Minister—Ivan Casey, Legislative Bldgs., Edmonton

Deputy—W. H. Swift, Legislative Bldgs., Edmonton

Secretary—J. F. Swan, Legislative Bldgs., Edmonton

Registrar—D. M. Sullivan, Legislative Bldgs., Edmonton

Chief Supt. of Schools—W. E. Frame, Legislative Bldgs., Edmonton

Director of School Administration—H. E. Balfour, Legislative Bldgs., Edmonton

Field Administrative Officer—A. B. Wetter, Legislative Bldg., Edmonton

Director of Curriculum—M. L. Watts, Legislative Bldgs., Edmonton

Associate Director of Curriculum—A. B. Evenson, Legislative Bldgs., Edmonton

High School Superintendents—

H. C. Sweet, Dept. of Education, Terrace Bldg., Edmonton

A. W. Reeves, 9826 - 72 Ave., Edmonton

C. B. Johnson, 825 - 12 Street A South, Lethbridge

T. C. Byrne, Dept. of Education, Edmonton

G. L. Mowat, 128 - 7 Avenue W., Calgary

Special Supervisors—

R. E. Byron, Supervisor of Industrial Arts, Dept. of Education, Edmonton

A. Berneice MacFarlane, Supervisor of Home Economics, Dept. of Education, Edmonton

Divisional Superintendents—

F. Barnes, Rocky Mt. House

L. A. Broughton, High Prairie

J. W. Chalmers, Sedgewick

T. K. Creighton, Stettler

X. P. Crispo, Olds

W. R. Dean, Fairview

S. A. Earl, Taber

M. O. Edwardh, Foremost

E. M. Erickson, Holden

F. B. Facey, Athabasca

I. Goresky, Thorhild

L. G. Hall, Lac La Biche

J. R. S. Hambly, Grande Prairie

F. Hannochko, Two Hills

C. K. Haverstock, Castor

W. G. Hay, Hanna

E. W. Hinman, Cardston

G. F. Hollinshead, 11140 - 127 Street, Edmonton

M. M. Holman, Oyen

S. W. Hooper, Peace River

W. S. Korek, Claresholm

H. A. Kostash, Smoky Lake

L. W. Kunelius, Westlock

G. H. Lambert, Consort

O. P. Larson, Brooks

C. M. Laverty, High River	L. A. Walker, Court House, Medicine Hat
J. J. LeBlanc, 10713 - 98 Avenue, Edmonton	J. F. Watkin, Drumheller
R. V. McCullough, Red Deer	E. W. White, Vegreville
E. G. McDonald, Provost	Owen Williams, 532 - 15 St. S., Lethbridge
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Munroe Macleod, 1410 Shel- bourne St., Calgary	H. B. Wilson, Edson
C. G. Merkley, Hythe	L. B. Yule, Wetaskiwin
E. C. Miller, Vermilion	Trustees' Association
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H. R. Ross, Lacombe	Principal—James Fowler, North Hill, Calgary
A. L. Schrag, Spirit River	Teachers' Retirement Fund, Alberta Teachers' Association
R. J. Scott, 37 Gariepy Block, Edmonton	Secretary—Eric C. Ansley, 10330 104 St., Edmonton
J. I. Sheppy, Sangudo	
S. D. Simonson, Wainwright	
E. C. Stehelin, 11223 - 127 St., Edmonton	
J. L. Sylvestre, Bonnyville	
L. A. Thurber, Red Deer	

ALBERTA'S GOOD FORTUNE

If we were asked to sum up as briefly as possible the contents of the 420 pages (almost two pounds) of printed statistics which go to make up Alberta's Public Accounts for the year ending March 31 last, we would do it something like this:

Taken in in running the province	\$99,553,102
Spent in running the province	53,009,207
Profit on year's operations	46,543,895
Spent from that in building up the province	16,705,759
Cash left over	<u>\$29,838,136</u>

In general terms, the government collected from the oil industry \$46 for each person in the province, another \$41 from its liquor business, \$17 from the federal government under the tax agreement, \$15 in taxes, \$7 in licenses.

And out of the total of \$115 per capita that it took in, it spent \$12 per capita on education, \$24 on public welfare, \$6 on debt, \$6 on keeping up highways, bridges, etc., \$1.69 on agriculture, \$19 on building up the province (mostly new highway construction), and had \$35 left over to put in the bank or in bonds to spend some other day in paying off debt or in making a better Alberta.

Fate has indeed dealt generously with Alberta!

—Editorial Page, *The Albertan*.

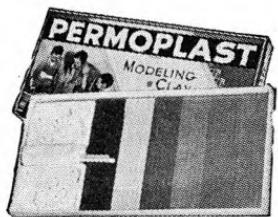
Editor's Note: Wouldn't it be a boon to education if school building received special grants. In Alberta last year, schools spent \$12 per capita, while almost \$25 per capita was spent on roads.

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The Neighbors



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November, 1950

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Official Bulletin, Department of Education

The National Film Board has produced fifteen filmstrips on "Our Government," "Our History," and "Our Land" which will be most useful in teaching social studies. The price of each black-and-white filmstrip is \$1.00. They may be purchased through the National Film Board office, South Side Post Office, Edmonton. Copies are also in the Audio-Visual Aids Branch library and may be obtained on loan in the usual way by sending in a requisition.

It is felt that these sets of filmstrips, which may be purchased at a very moderate price, should be brought to the attention of all teachers whose schools possess filmstrip projectors. *They will form a most useful addition to your filmstrip in the school.*

A list of the titles follows:

Our Government Series

Administration of Justice
Basic Freedoms
Federal Government
Municipal Government, Part 1—
Elections
Municipal Government, Part 2—
Functions

Provincial Government

Our History Series

Exploration and Discovery
The Settlement of Canada
Political Development

Our Land Series

Introduction
The Maritimes
Quebec
Ontario
Prairie Provinces
British Columbia

Declaration of Human Rights

Sunday, December 10, 1950, is the second anniversary of the adoption by the United Nations of the Universal Declaration of Human Rights. During the preceding week it is expected that considerable publicity will be devoted to its commemoration by the press and the radio. It is suggested that principals and teachers might well take advantage of the attention thus being focused on it to deal with the Declaration and its implications at appropriate points in the week's curriculum or to hold suitable ceremonies.

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CATALOGUE ON REQUEST

News from Our Locals

Athabasca Sublocal Members Assess Fee

The following slate of officers was elected at the first meeting of the sublocal: I. P. Stonehocker, president; A. J. Wilkie, vice-president; E. M. Krantz, secretary-treasurer; N. J. Andruski, press correspondent. Arthur Brimacombe was appointed director of the track meet committee.

A motion was passed assessing each teacher in the sublocal a fee of one dollar. Some discussion also took place regarding the sources of income for the sublocal track meet.

Joint Meeting at Beiseker

With a view to more interesting meetings, as well as to further personal contacts with neighboring teachers, the Beiseker and Kathryn Sublocals met jointly at Beiseker on September 20. The idea was such a success that joint meetings are planned as long as road and other conditions permit.

The following officers were elected: E. Knight, president; L. C. Bunnyan, vice-president; A. Jantz, secretary-treasurer; J. F. Plante, councillor; T. Murray, press correspondent; M. Weisgerber, lunch convener.

Caroline Sublocal Welcomes Findlay Barnes

Findlay Barnes, who recently returned from Ethiopia to his position as superintendent of Rocky Mountain School Division, was welcomed at the October eleventh meeting of the Caroline Sublocal. He gave some interesting highlights of his experiences in Ethiopia as deputy minister of education.

Officers for the sublocal for 1950-51 are president, Anna Deminuk;

vice-president and member of the radio committee, Alma Vandermeer; secretary-treasurer and councillor, D. Forsyth; press reporter, Edna Von Hollen.

Bellevue Teachers Express Approval of Salary Award

The thirty-five teachers present at the Crowsnest Pass Local meeting on September 26 heard a report from E. Mascherin with regard to the 1950 convention plans. During the discussion there was some dissatisfaction expressed because of the lateness of the convention programs. It was felt unfair to ask the members to attend when they had no idea of the items that would be up for discussion.

J. B. Percivault reported fully on the recent Bellevue arbitration award. The members present expressed satisfaction with their improved salary schedule.

A program for the season was considered and educational problems pertinent to the three school divisions, the junior high school, and the senior high school will receive attention during the winter months.

The executive for the year is J. B. Percivault, president; William Marcolin, secretary-treasurer; J. A. McDonald, vice-president; H. Allen, press representative.

Evansburg-Wildwood Sublocal

The first meeting of the sublocal was held in the Wildwood School on September 23. The executive was re-elected for another term. Reasons for a library survey were discussed.

Faust-Kinuso Teachers Vote Against Fall Track Meet

Election of new officers was one of the main topics at the Faust-

Kinuso Sublocal meeting on September 15. The nineteen members present elected Arthur Long, president; Robert Douglas, vice-president and track meet representative; Lea Philips, secretary, Doreen Love, councillor; Joyce Trevithick, correspondent.

Because of the lack of preparation, unpredictable weather conditions, interest of children in school work in the fall, and a need for diversion and incentive in the spring, the members voted against a fall track meet. Since the 1950 spring questionnaire resulted in a positive vote for a track meet this fall, the sublocal decided to cooperate if spring winners from the eliminations are acceptable to the local.

An interesting and informative report on the highlights and general organization of the Banff Workshop was given by the local delegate, John Love.

Officers Elected for Forestburg Sublocal

The members of the Forestburg Sublocal met on October 23 and elected D. McLeod as their president, Helen Erickson, vice-president; J. Lencucha, secretary-treasurer; H. Ewasiuk, councillor, and Inez Erickson, press reporter.

It was decided to have Ken Sparks, who attended the Banff Workshop, as guest speaker for the next meeting on November 20 at Galahad.

Foremost Local Holds Election of Officers

The nearly perfect attendance at the Foremost Local meeting on October 10 reflected the interest in the business to be discussed. President Dack conducted the election of officers for the term. They are president, David Dack; vice-president and public relations officer, Fred Enns; Burt Strain, secretary-treasurer; O. V. Jones and A. Fell, councillors.

Mr. Dack called upon various committees to report on the activities of the past year. The Coutts-Milk River Sublocal is to be especially commended on the establishment of a scholarship for the student with the highest scholastic achievement, in the schools of the area.

Fred Enns reported on the ATA workshop held in Banff. He indicated that public relations is an important phase in the work of the local. Quoting Tom Shandro, public relations agent for the Alberta Teachers' Association, he said, "The man who doesn't advertise is like the man who winks in the dark, he knows it; nobody else does." Teachers are in a similar position. They know that education is one of the most important factors in society, and must educate the public to this point of view. Regarding collective bargaining, he said, "The school board and bargaining committee are two groups representing their respective electors. The success of any negotiation depends upon their recognizing equality of the two parties, mutual understanding, honesty and confidence in each other." Concerning the Banff Workshop, Mr. Enns expressed the wish that all Association members could attend. Through it, the Alberta Teachers' Association can become a strong professional organization.

The possibility of establishing a liaison committee of three members was discussed by the meeting. The function of such a committee would be to work in conjunction with the divisional board in the formulation of policies and the solution of board-staff problems. A motion giving the executive power to appoint such a committee was passed.

Regarding further meetings of the local, Mr. Dack pointed out that the geography of the Foremost Division is such that it is difficult to call general meetings. However, another one is to be called at the time of the teachers' institute which, it is hoped,

will be held in the near future. At that time, Floyd Terriff will report on the Blue Cross Hospitalization Plan, and the members will be called upon to decide whether or not to join.

Grande Prairie Sublocal

Officers elected for the sublocal are Grace Wishart, president; Ray Ferguson, vice-president; Betty Caldwell, secretary-treasurer; Pearl Moase, press reporter.

Second Thursday of Month For Grasswold Meetings

On September 21 the initial meeting of the Grasswold Sublocal was held to elect officers for 1950-51. The new president is Daisy Ambury; vice-president, Harold Christensen; secretary-treasurer, Lyle Nord; councillor, Douglas Jardine; and publicity agent, Joan Reid.

The meetings which are to be rotated between Rockyford, Standard, and Rosebud will be held the second Thursday of each month. Topics to be discussed at the next meeting in

Standard will be *The County Act and Interschool Concerts*.

High Prairie Sublocal

Twenty teachers from the High Prairie staff, four teachers from McLennan, and two teachers from Kinuso were present at the sublocal meeting. They elected W. Dushinski, president; H. McClure, vice-president; Marjorie Walker, secretary-treasurer; E.W. Pratt, councillor; and Mrs. A. Halbert, correspondent.

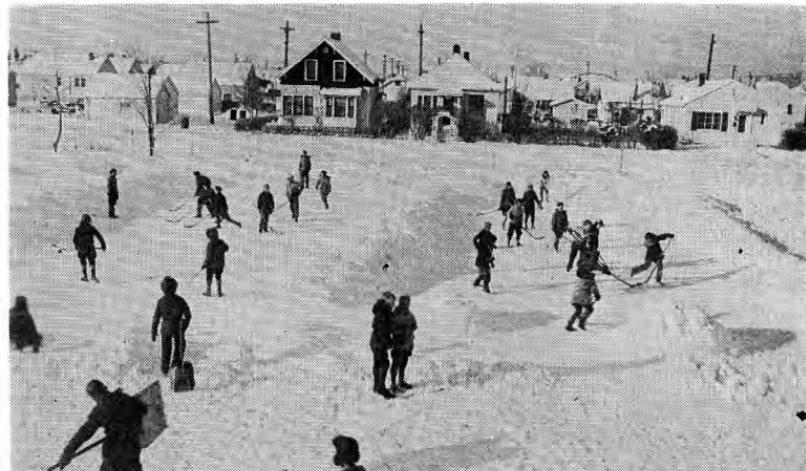
John Love of Kinuso gave a very interesting report on the Banff Workshop which he attended this summer.

High Prairie Fall Convention

Eighty-four teachers registered at the convention held in McLennan on September 28 and 29.

The guest speakers were J. G. Woodsworth, supervisor of guidance and instruction; A. W. Reeves, inspector of high schools; Mrs. Higgin, Faculty of Education; H. E. Balfour, director of school administration, Department of Education; B. E. Walker,

Students below are playing the game, "shinney." An article on this game by A. E. Laube appeared in the January, 1947, issue of *The A.T.A. Magazine*, and all persons interested in it may write to the Alberta Teachers' Association or to A. E. Laube, 9635-109 Avenue, Edmonton, Alberta, for further information.



Faculty of Education; and Eric C. Ansley, general secretary-treasurer of the Alberta Teachers' Association.

The special highlights of the convention included a talk on "The Teaching of Arithmetic" by Superintendent L. A. Broughton, a demonstration of the Enterprise by Rita Turcotte and pupils of Whiteland School, an interesting and inspiring talk given by Emma Plester of High Prairie on "The Exceptional Child" and a demonstration of Physical Education given by Robert Douglas and Doreen Love.

New officers for the year are John Love, president; Carol Bannister, vice-president; Irene Melin, secretary-treasurer; Sr. Beatrice, B. Halbert, councillors; W. H. Lysne, J. Duchak, Sr. Therese d'Avilla, Margaret Hayden, Robert Douglas, H. McClure, salary negotiating committee; G. Sandman, press correspondent. A vote of thanks was extended to the retiring president, Mary MacArthur.

At a banquet held in the Cathedral Hall, J. H. T. Wood, chairman of the divisional board, Rev. Father Marsans, A. W. Reeves, H. E. Balfour, Mrs. Higgin, B. E. Walter, and Mrs. Ansley entertained the guests with inspiring and amusing addresses, under the chairmanship of Mary MacArthur of McLennan.

Jasper Sublocal

At the first meeting of the Jasper Sublocal on October 10, T. A. Sidall was elected president; J. Humphries, vice-president; E. Giebelhaus, secretary-treasurer; B. Cassan, press correspondent, and E. Mazurek, councillor.

Mannville-Minburn Teachers Organize for New Term

President Steve Chorney conducted the September twenty-seventh meeting of the Mannville-Minburn Sublocal, at which they were thirteen members present. Harold White of

Minburn and Selmer Olsonberg of Mannville conducted a discussion on the teachers' pension plan.

Results of the election of the new executive were as follows: Steve Chorney, president; Harold White, vice-president; Lily Park, secretary-treasurer; George Kravetz, publicity director.

Eyres President Milo-Queenstown-Arrowhead Sublocal

Roy Eyres was elected president of the sublocal at its meeting on September 19; Charles Carson, vice-president; Tom Clarke, secretary-treasurer. It was decided to hold a track meet in the spring rather than in the fall.

Topics for the year will be 1. developmental and remedial reading program; 2. how to teach literature; 3. how to teach the exceptional child; 4. remedial spelling.

Pincher Creek Local Decides On Library for Teachers

The new executive elected for 1950-51 for the Pincher Creek Local was Robin LaGrandeur, president; Emery Gruninger, vice-president; Rose Fewchuk, secretary. Councillors are Ken Brown and Lillian Yonkers; program committee, Audrey Scott, Huelda Fergusons, and Frieda Stuckleburger.

All members endorsed a motion that the local build up a library of professional reading for teachers of the division.

The members anticipate a profitable and interesting year for the local.

Ryley Sublocal Oppose Holding Festival

The Ryley Sublocal met September 30 and elected Harold Parsons, president; Bernard O'Connor, vice-president; Harriett Ruddy, secretary-treasurer; Margery Ramsay, press representative; J. D. McDonald, representative to Holden Local; Marvin

Bruce, sports representative.

Members were unanimously opposed to holding a festival. They felt that only the more gifted benefit while local concerts and amateur programs can give experience to larger numbers. Also, there is no suitable place in which to hold a central festival.

Provost-Hayter Sublocal Hears Report on Workshop

Eighteen teachers present at the October twelfth meeting heard an interesting report on the Banff Workshop by John Fabian, the local delegate.

A committee of six was formed to draft a program for the festival next spring.

Seba-Entwistle Sublocal

The sublocal looks forward to a full and enjoyable year with John Milner as president, who was elected at the October twelfth meeting. Also elected were Joe Kischuk, secretary; Ellen Laws, councillor; and Melissa McKay, press correspondent.

New Sublocal Organized at Ferintosh

Twenty-one teachers were present at Ferintosh Monday evening, October 23 to organize a new sublocal, namely, New Norway-Ferintosh-Bashaw.

The executive for the coming year is president, Oscar Fadum; vice-president, Ken Alackson; secretary-treasurer, E. Blaney; press correspondent, Edna E. Gish; rural representative, Laura Brauson.

It was decided that the meetings shall be held the second Monday of each month alternating at Ferintosh, Bashaw, and New Norway. The November meeting will be held at Bashaw.

Spirit River Convention

The annual convention of the teaching staff of the Spirit River School Division met on September 26 and 27, with forty members in attendance.

E. Sather, chairman of the Board of Trustees, traced the development of the division during his time in office. He called attention to the fact that annual expenditures had risen from \$80,000 to more than \$200,000. He remarked that as a result of self-sacrifice of many married women, all but three of the classrooms are staffed with qualified teachers.

The problem of individual differences in children was dealt with in an address by J. G. Woodsworth, supervisor of guidance and instruction, High Prairie School Division.

The committee system was used to enable the teachers of the elementary

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section to discuss remedial reading under the leadership of A. L. Schrag, superintendent of the Spirit River School Division. Mr. Broughton, superintendent of the High Prairie School Division, met with the junior high school teachers to study the new science course offered in grades VII, VIII, and IX. Sports activities in the division were dealt with by the high school section under the chairmanship of S. Farewell.

Seventy guests attended the banquet held on Tuesday evening. C. Gudlaugson, mayor of Spirit River, welcomed the teachers and introduced the speakers of the evening. Dr. M. E. LaZerte of the University of Alberta chose as his subject "The Status of the Teaching Profession." He expressed delight at seeing among those present his old friend and co-worker Miss Henderson, recently retired from the Spirit River School. Together they comprised the staff of the Hardisty School in the year 1910. He paid tribute to her as an example of a teacher who remained in the profession because she loved her work.

H. E. Balfour of the Department of Education and formerly school inspector at Grande Prairie was pleased to see the improvements made in education during the past fifteen years in the Peace River country. "Anything can happen here," he said, "and usually does."

On Wednesday morning Dr. LaZerte gave an address on general problems in teaching. He stated that what had been basic in education for the past hundred years is still basic, only innovations are added as progress is made.

Mrs. Higgin, of the University of Alberta, demonstrated the proper use of recordings of selections taken from *The Canadian Singer*, authorized for use in Alberta schools. "In order to produce a good tone pupils must first hear it," said Mrs. Higgin.

The concluding session of the con-

vention was given over to Alberta Teachers' Association local business. Eric C. Ansley, the general secretary, was present to report for the Central Executive.

A new slate of officers was elected including, Ben Russell, president; S. Farewell, vice-president; Sister Faye, secretary-treasurer; J. Parks, press correspondent; Ethel Fildes, A. Zmean, councillors; Ethel Fildes, director of field service.

Spirit River Sublocal

Two meetings of the Spirit River-Rycroft Sublocal have been held and the members have elected S. Farewell as president; H. Sharlow, vice-president; M. Didow, secretary-treasurer; Sister Hudon, press representative.

The Alberta Teachers' Association Bylaws and the teachers' pension plan will be topics of discussion at a number of the monthly meetings.

Stettler Sublocal

The decision to hold meetings the second Tuesday of each month was made by the twenty-one members present at the sublocal meeting on September 21. The members elected Colin Ramsay as president of the sublocal; C. Mellom, vice-president; E. MacDermid, secretary-treasurer; Betty Palate, social convener; Don McDavid, Otto Geib, councillors.

Stony Plain Sublocal **Discuss Public Relations**

Public relations should be considered by school boards as well as by teachers was the opinion expressed by the members of the Stony Plain Sublocal at their first meeting for the year.

Donald Schultz raised the question in his report on the ATA Banff Workshop, and in the following discussion the instructors asked if there was any way by which their employers could be taught how to get

the most from their employees by happier working conditions. Mr. Schultz also stressed the fact that the activities of the sublocals might be more interesting and productive.

Harold Anderson of the high school staff was elected president for the year, and Donald Shultz, Golden Spike, vice-president. Leah Blume as secretary-treasurer, Warren Bailey as councillor, and Marjorie Wilson as press reporter completed the executive.

St. Michael Sublocal

Officers for the sublocal are Oliver Chernyk, president; Jean Shymanski, vice-president; Eleanor Tichon, secretary-treasurer; A. Hushlak, councillor. Committees chosen for the fall convention were A. Hushlak, nominations committee; Isabel Raychuba, auditing committee; Jean Shymanski, resolutions committee.

Several members suggested that future meetings take place in country spots rather than in towns.

Strathmore Sublocal

Duties for the school fair were assigned to the teachers at the meeting of the Strathmore Sublocal on September 20. John Bracco will report on the Banff Workshop at the next meeting, which will be held in Carseland.

Swalwell Acme Sublocal

Ralph McCall was elected president; Margaret Hoppus, vice-president; Edna Megli, secretary-treasurer; Steve Semenchuk, councillor, and Helen Klassen, press correspondent, by the fifteen teachers present at the October meeting. Fall conventions and the proposed interschool concert were discussed. The November meeting will be held in the Linden School.

Thorhild Sublocal

Thorhild sublocal officers for 1950-51 elected at the October meeting are A. Skuba, president; D. Kolasa,

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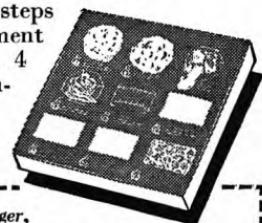


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The last Monday in the month was
chosen as a regular meeting date and
the next meeting will be November
27.

Two Hills Sublocal

Reorganizes

Eighteen members of the sublocal
met in the Two Hills High School on
September 22 to reorganize for the
1950-51 term. The following officers
were elected: N. Myskiw, president;
Joanna Young, vice-president; N.
Hauca, secretary-treasurer; J. Koz-
mak, press correspondent; D. Pode-
aluk, councillor; J. Kolisniak, L.
Pidruchney, and Elsie Ponich, social
committee.

D. Podealuk, 1949-50 councillor,
presented his report. This was fol-
lowed by a discussion of the salary
schedule.

The divisional secretary, Mr. Shav-
chook, was present and gave the
teachers valuable information regard-
ing books and supplies. .

Vegreville-Lavoy Sublocal

With L. Maiko presiding, the sub-
local held their reorganization meet-
ing on September 27. The eighteen
members present participated in a
lively discussion of such vital topics
as track meet, festival, and salary
schedule.

The officers elected for 1950-51
are L. Maiko, president; Alec
Fedoruk, vice-president; A. Rogal-
sky, secretary-treasurer; L. Collins,
Rose Madsen, N. Cassidy, and Ger-
trude Holden, social committee.

Waskatenau Sublocal

Officers elected at the October
meeting were president, Henry Wil-
son; vice-president, George Shapka;
secretary, Mary Chorney; councillor,
R. J. Elliott; program committee, J.
Hawrelak, and Gertrude MacNamara;
press correspondent, Margaret
Forbes.

Learning to Live

Radio Station CFCN

7:30-8:00 p.m. Saturday Evening.

Spotlight on Elementary School

- Nov. 4 A New School—
Richmond School
" 11 A Good Beginning
(Kindergarten)
" 18 Getting Ready to Read
(Grade I)
" 25 The Three R's (Grade II)
Dec. 2 Speech Training
(Grade III)
" 9 Enterprise (Grade IV-V)
" 16 Six Years of Growth
(Grade VI)
" 23 Christmas in Drama and
Song

Spotlight on Junior High School

- Jan. 6 Why a Junior High School
" 13 Junior High Exploratory
Courses
" 20 Junior High Social
Activities

Spotlight on Senior High School

- Jan. 27 A Composite High School
Feb. 3 Senior High Games
" 10 Senior High Guidance

Spotlight on Parents

- Feb. 17 The Home and School
Association
Education for Adults
D. E. Bickell—Chairman
Mary Hart—School Board
Representative
Olive Fisher—In charge of
Elementary Programs
R. G. Wallace—In charge of Junior
High Programs
Jessie Maxwell—In charge of Senior
High Programs
Mrs. H. T. Robertson and Mrs. John
Devlin—Home and School
A. Seymour and W. H. Cooper—
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Sparks

● **Merchants make more money** out of the schools than the teachers. They have colossal and super-colossal sales for school opening, Halloween, Christmas, St. Valentine's, Fathers' Day, and Mothers' Day; they have shops for "junior" and for "miss"; not to mention candy, popcorn, and funny papers.

● **Popcorn, by the way,** is now being used to pack dishes and other fragile articles. Excellent! Now if some kindly soul would only find another use for gum besides just "chawing" it.

● **Have you read Life,** October 16, 1950? It is devoted entirely to schools. Be sure to get a copy. Fill in the questionnaire for your own school. You will get quite a jolt. Pass it on to your friends and your board. Give them a jolt too.

● **About The County Act.** Never forget that the Alberta Teachers' Association has never been asked what teachers think about the proposed county system of local administration. Yet, when we criticize it, we are criticized for criticizing it and, it seems, for even suspecting it. Someone must have confused the thing with Caesar's wife.

● **More about The County Act.** Has it ever occurred to the MLA's and the promoters of the county system of local government that the Alberta Teachers' Association might be right after all. And that such a system will be harmful to the schools. See question 63, page 55, of the October 16 issue of *Life Magazine*. It reads, "The school board, through determining its own budget without restrictions, is independent of financial control by non-school agencies of the municipal government."

● **School boards with the best salary schedules** like Killam, Coal Branch, Provost, to name a few, have been rebuked and termed "soft touches" by the trustees of some other boards whose teachers aren't as well treated.

● **A scheme covering group insurance, hospital benefits, and medical services** was made by the Clover Bar Board, which also brought forth sharp rebukes. Now, why shouldn't the school boards with the best salary schedules and with other worthwhile benefits for teachers be complimented at trustees meetings and through the trustees magazine?

● **A large city school board**—the same one that objected about the Alberta Teachers' Association cartoons aimed at unwarranted authority of school boards—has asked for a certificate for a music supervisor who hasn't even grade XII standing. Unfortunately, a special committee of the Board of Teacher Education and Certification proposed that he be granted a Standard S certificate upon completion of two years' work at summer school—**FOUR COURSES**. Now, in case of a teacher, a Standard S certificate is granted only after **TWO FULL YEARS OF TRAINING** in the Faculty of Education. But, one year of university for each summer session—not bad time from a "sitting" start. An Alberta record, no doubt!

● **Even with a bachelor's degree** anyone must take **FIVE COURSES** in Education to qualify for a Standard certificate. So, having a few friends on an influential school board appears to be worth **ONE COURSE MORE THAN** a bachelor's degree in obtaining a Standard certificate in teaching.